

**The Perceptions and Experiences of Arabic Mother Tongue Students
in Years 5 to 8 Primary Schooling in New Zealand When Learning to
Read in English As A Second Language**

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Khadra Abdelsalam Mohamed Alazrak

University of Canterbury

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Abstract

This study addressed the perceptions and experiences of Arabic-speaking ten to thirteen year-old students in New Zealand primary schools, and the teachers of these students in reading English as a second language (ESL). It aimed to better understand the supports and barriers that these students encountered when learning to read English. A qualitative approach was adopted to collect and analyse the data. Semi-structured interviews were conducted with eight primary school ESOL (English for Speakers of Other Languages) Arabic-speaking students and two ESOL teachers. Themes that describe the perceptions and experiences of ESOL students and ESOL teachers in reading ESL were generated from the data analysis. The findings indicated that the students and the teachers agreed on the supports for learning reading, but they conveyed different views regarding the barriers that students encounter when they read English. The students and the teachers agreed on the beneficial role of the students' mother tongue in learning reading. The students confirmed how translating ambiguous words into their mother tongue enabled them to understand better the meaning of the word. They also conveyed their worries of losing their mother tongue. The teachers explained how a student's mother tongue is the foundation for their learning. The barriers from the students' views were difficulties in decoding, comprehending some words, and their embarrassment when required to read aloud in English to large groups of their peers. However, the teachers highlighted two main barriers that they perceived hampered Arabic-speaking students in learning to read in English, as their embarrassment about their accent which might be viewed as mispronunciation by their peers and the difficulty of finding reading texts that represented ESOL students' culture.

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Chapter One

Introduction

1.1 Introduction

This research aimed to explore the supports and barriers that Arabic-speaking ten to thirteen year-old students in New Zealand primary schools faced when they learned to read English. In this study, these students will be referred to as the ESOL students or the children. This chapter considers some issues related to the perceptions and experiences of those students within New Zealand, explains the study method, and outlines the chapters that follow.

1.2 Background

1.2.1 Reading comprehension and reading in L2

The reading process involves comprehending or making meaning from written language. Srisang and Everatt (2021) defined several language comprehension skills that are vital for learners to comprehend a reading text successfully. These skills are vocabulary, grammar knowledge, and background knowledge. Srisang and Everatt divided these skills into lower and higher level comprehension skills. The lower level comprehension skills are fundamental for text comprehension. They include the ability to recognize the words (decoding), their meanings (vocabulary) and their connections with the other words (grammar). The higher level comprehension skills assist the reader to construct a mental model of the text's meaning. These skills involve the ability to make inferences from the text, to monitor understanding of the text (interpret the text correctly), and to gain structure knowledge. Therefore, reading is a complex thinking process. It includes essential constituents "that make it a complex social and cognitive operation involving readers, writers, texts, contexts,

purposes, and extensive knowledge of formal conventions” (Hedgcock & Ferris, 2018, p. 3). This implies that in addition to the lower and higher level comprehension skills that affect reading comprehension, there are other factors that have great impact on reading comprehension. These factors can be related to the readers, authors of the text, contexts, and the purpose of reading. For the sake of this study, there will be a focus on the factors that are related to the readers. For example, the readers’ background knowledge (e.g., reader’s mother tongue and culture), motivation, interests, and needs can have a notable impact on reading comprehension. Additionally, the supports and the barriers that L2 learners in particular might face, can impact their reading comprehension profoundly.

Reading comprehension is an essential skill for academic performance (García-Madruga et al., 2014; Hagaman et al., 2012; Hedgcock & Ferris, 2018; Nadeem, 2018) and critical to students’ success in and outside of school (Fletcher & Nicholas, 2018; Graham et al., 2018; Yildiz et al., 2019). This means that low levels of reading literacy have a negative impact on students’ learning outcomes and social life. The reading process will be explained in depth in chapter 2.

There is more research on reading in first language (L1) than in second language (L2). Consequently, L1 reading research has informed L2 reading research because it was found that there are more similarities than differences between reading in L1 and reading in L2 (Hedgcock & Ferris, 2018). For example, oral language competence (e.g., vocabulary knowledge and listening comprehension skills) has been strongly associated with reading comprehension among L1 and L2 learners. Although reading in an L2 may be supported by reading-related skills that developed in an L1 and transfer and facilitate L2 reading (Pae, 2018), confusion between L1 and L2 reading can occur due to the differences between the two languages (Almoayidi,

2018; Blom et al., 2017; Denizer, 2017; Eziafa & Nwaorah, 2014). L2 readers may not have an equal linguistic basis to that of L1 peers and they may not develop efficient academic skills and strategies (Alderson et al., 2016). In other words, L1 readers have developed a wide range of vocabulary, and a sound phonological system, morphology, and syntax due to earlier and greater exposure to L1 before starting to read at school; L2 readers may lack such a solid linguistic basis. Additionally, L2 readers' education background may have not helped them to develop useful reading skills and strategies (Hedgcock & Ferris, 2018). Hence, there has been the need for English language programmes that aim to assist L2 migrant learners to communicate confidently in English and to cope with learning in the mainstream classrooms.

1.2.2 ESOL (English for Speakers of Other Languages) in New Zealand

New Zealand is an English-speaking country that includes migrants from wide and diverse linguistic backgrounds. Its ethnic composition has changed significantly over the last two decades due to increased numbers of immigrants (Howard, 2009). Therefore, ESOL programmes are important to assist migrants to make social contacts, to enhance employment and educational opportunities, and to provide the basis for productive involvement in the economic, social and cultural life of New Zealand (Ministry of Education, 2020; White et al., 2002). Consequently, there is a great emphasis on improving the English language skills of listening, speaking, reading, and writing.

Franken et al. (2003) reported that the government in New Zealand provides support and funds for non-English speaking background students (NESB) to enable them to communicate in English with confidence and grapple with learning in the mainstream curriculum. NESB students may be born in or outside New Zealand and

not all of them are considered for funding. Students' eligibility for funding depends on their performance on language based mainstream curriculum tasks, so if their performance is not close to the performance of the national cohort, they will be considered for funding. If they are refugee students, they are entitled to five years funding, while non-refugee students are entitled to three years. The New Zealand Ministry of Education pays this funding to schools based on school reports about students' performance on assessment tasks. In addition to this funding, additional support that is provided to ESOL students are special resources, in-class support from another teacher or teacher aid, enrolment in ESOL classes, withdrawal from classes to receive individual or small group support. Furthermore, there are some initiative programmes that are being developed for or by schools, such as Reading/writing Proposal Pool, Resource Teachers, and Reading Recovery Programme that assist ESOL students, and schools and ESOL teachers receive continuous onsite and online support and professional development.

The ESOL students can be withdrawn from their mainstream classrooms to attend ESOL classes in an ESOL room, to learn in small groups with a specialist ESOL teacher. This study will focus on Arabic-speaking students who attend/attended this ESOL programme to investigate the supports and the barriers that those students may face when they learn to read English. How their mother tongue, Arabic, affects their reading will also be explored. Gaining knowledge about these issues may enable educators to plan and implement useful reading strategies that could be included in the ESOL programme to enhance Arabic-speaking students' reading in English.

1.3 The problem

The problem focused on in this study has three dimensions. The first dimension is related to the underachievement in reading outcomes of New Zealand

young adolescent students. The second dimension is associated with the dearth of studies that address Arabic-speaking students in New Zealand. The third dimension is connected to the controversial issue about using students' mother tongue when they learn English. These three dimensions will be analysed in the following section.

The latest assessments of reading skills demonstrated that students' reading comprehension is still of great concern in New Zealand (Fletcher & Nicholas, 2018; Sullivan et al., 2018; Wylie, 2006) and internationally (Chui & Chow, 2015; Farstrup, 2005; Hungwe, 2019). In New Zealand, young adolescent students in Years 7 and 8 of schooling are reported to be underachievers in reading outcomes (Fletcher & Nicholas, 2018). There is a need for studies to explore how to support students in their reading (Fletcher, 2017). A plethora of studies have investigated improving reading comprehension, for example, Edlin (2005), Mokhtari and Velten (2015), Padilla De La Cerda (2016), and Stevens (2020). Various studies have been conducted internationally on Arabic-speaking students (see, for example, Altakhaineh & Ibrahim, 2019; Altakhaineh & Zibin, 2017; Aquil, 2012; Louie & Sierschynski, 2020; Malcolm, 2009). Additionally, there are many studies which discussed the different perceptions of the interference of mother tongue in ESL learning (see, for example, Al-Asmari, 2014; Brooks-Lewis, 2009; Escobar & Dillard-Paltrineri, 2015; Hashemi, 2013). In the New Zealand context, there is a considerable number of studies that investigated the perceptions and experiences of Asian and Pacifica students in learning (see, for example, Fletcher, 2006; Parkhill & Fletcher, 2008; Campbell, 2008; Collins, 2006), and a few studies that focused on Arabic-speaking students (see, for example, Alsaifi, 2015, 2019, 2020). However, in New Zealand, there is a dearth of studies that addressed reading comprehension of ESOL Arabic-speaking students.

Furthermore, there are many studies that have investigated how to facilitate learning English as a second language (ESL). Some of these studies concluded that using learners' mother tongue contributes positively in facilitating learning ESL (see, for example, Ahmed et al., 2018; Mart, 2013; Mizza, 2014; Paker, & Karaağaç, 2015; Pan & Pan, 2011; Seid, 2019; Sibanda, 2019; Wang, 2016) and in improving ESL reading comprehension skills (see, for example, Hussein; 2013; Lewis et al., 2012; Storch & Wigglesworth, 2003). However, other studies reported that the use of students' mother tongue may hinder ESL learning (see, for example, Almoayidi, 2018; Denizer, 2017; Eziafa & Nwaorah, 2014). Consequently, using mother tongue in learning ESL is a controversial issue and is one of the most debated topics in the field of learning ESL (Almoayidi, 2018; Eun & Lim, 2009; Hitotuzi, 2006; Mohamad Nor & Rashid, 2018; Yadav, 2014).

There is a need to improve ESL reading comprehension and to understand the role of mother tongue in learning to read English. Furthermore, there is a gap in investigating the perceptions and experiences of Arabic-speaking ESOL students in New Zealand schools when learning to read English. Moreover, there is a controversy about using mother tongue to facilitate learning ESL. Therefore, I aimed to explore the perceptions and experiences of ESOL Arabic-speaking students who are in years 5 to 8 primary schooling in New Zealand and their ESOL teachers. The objective was to define the supports and the barriers that the students face, and find out the ways that the students make use of their mother tongue (MT) when learning to read English. This study may provide some strategies to improve reading comprehension skills of Arabic-speaking students.

1.3.1 The research questions

The study aims to investigate two main questions.

"What are some of the supports and barriers that Arabic-speaking students in years 5 to 8 primary schooling in New Zealand face when learning to read in English as a second language with ESOL teachers?"

"What do ESOL teachers perceive are some of the supports and barriers that Arabic-speaking students face when reading in English as a second language?"

1.3.2 Sub-questions

The four sub-questions are:

"What are Arabic-speaking students' beliefs and perceptions of making use of their mother tongue (L1) when learning to read in English as a second language?"

"What do Arabic-speaking students perceive as their weaknesses and strengths when applying L1 to read in L2?"

"What are the teachers of Arabic-speaking students' beliefs and perceptions of making use of the students' mother tongue (L1) when learning to read in English as a second language?"

"What do the teachers of Arabic-speaking students perceive as their weaknesses and strengths when applying L1 to read in L2?"

1.4 Students' and teachers' voices

Students' and teachers' perceptions are beneficial in enhancing learning and teaching environment and gaining better learning outcomes (Könings et al., 2014). Aldridge (2017) has reported that the United Nations Convention on the Rights of the child confirms the safety and wellbeing of children and young people including taking

into consideration their voices in issues related to them. It also ensures the importance of children's voices in research. This is because including children as participants in educational studies enables researchers to understand better children's learning issues (Bourke & Loveridge, 2018). Children's voices in research are "valuable and indeed necessary" in improving learning and teaching (Howard et al., 2019, p. 559). Children can construct their own knowledge and understanding through their active social and cultural interactions (Bourke & Loveridge, 2018; Groundwater-Smith & Mockler, 2016; Könings et al., 2014; Smith et al., 2000). Therefore, one of the effective ways to identify and understand the supports and barriers that ESOL Arabic-speaking students encounter when learning to read English is to ask ESOL Arabic-speaking students and their ESOL teachers.

1.5 Thesis structure

The introduction chapter has addressed the need for further research and understanding of the topic of the perceptions and experiences of ESOL Arabic-speaking students and ESOL teachers when learning to read in ESL. An expansion of this theme will be presented in Chapter 2 by discussing the literature surrounding ESL reading and the supports and barriers that ESL learners, particularly, Arabic-speaking learners encounter when learning to read in ESL and other relevant topics. In Chapter 3, an explanation of the methodology used in this study, including the data collection method and analysis process will be highlighted. In Chapter 4, the study findings will be reported. Chapter 5 will draw conclusions, outline the limitations of this study, discuss implications for practice and suggest areas for further research.

Chapter 2

Literature review

2.1 Introduction

This chapter reviews the literature surrounding L2 reading, the role of an Arabic students' mother tongue in L2 reading, and the most common challenges that Arabic-speaking ESL learners face due to the differences between Arabic and English. It begins with an exploration of the theoretical background about reading, its definition, importance, and simple view of reading as the guiding model for this study. Then, the role of mother tongue in learning reading is illustrated and reviewed with discussion of some studies that have reported the importance of mother tongue to Arabic-speaking ESL learners and the positive and negative transfer of mother tongue including some key challenges that Arabic-speaking ESL learners face due to the differences between Arabic and English.

2.2 What is reading?

Reading is the process of comprehending the written language. It is a complex process that includes many processes, such as comprehension skills at word-, sentence- and text-level, integration of general world knowledge, understanding of text structure, motivation and interest, and meta-cognitive abilities. Readers are to actively be involved in these processes in order to comprehend a written speech (Sadeghi, 2013; Snowling & Hulme, 2007). Reading includes “interaction between the word identification system and the comprehension system that is mediated by lexical knowledge and manifest in word meaning processing” (Perfetti & Stafura, 2014, p. 34). Parkhill and Fletcher (2008, p. 39) define reading as “a process of

interaction between the reader and text, with readers bringing their own experiences and cultural knowledge to the text, along with their understanding of language”.

Parkhill and Fletcher’s definition of reading guides this study because it includes several factors that may impact L2 reading comprehension. It describes reading as an interaction between the reader and the text. During this interaction, the readers use their prior knowledge including their knowledge of their mother tongue, experiences, cultural knowledge, language knowledge, as well as their interests and needs. Additionally, the readers may use some strategies to enable them to understand the reading text. Furthermore, they may encounter some supports and barriers when reading. The readers’ background knowledge may affect their understanding of the reading text. For example, the similarities and differences between the readers’ mother tongue and the language of the reading text (e.g., letters, sounds) may facilitate or hinder their understanding. Likewise, if the readers lack cultural or linguistic knowledge about the reading text, this may block their understanding. In addition to the readers’ prior knowledge, the readers’ interests and needs may impact their understanding as they could be motivated to understand the text if it meets their needs and interests.

Thus, the readers’ first language, experiences, L2 cultural and linguistic knowledge, and interests and needs may need to be considered by educators who aim to enable L2 learners to comprehend the reading text. This is important because reading is fundamental for learning and academic achievements (Paris, 2005). Therefore, there are several models that explain the various components of reading comprehension and interpret its different processes and Simple View of Reading is one of them.

2.2.1 Simple View of Reading (SVR)

SVR was introduced by Gough and Tunmer over 30 years ago. The SVR presents a useful framework for our understanding of reading comprehension. It offers an insightful conceptualization of the comprehension processes and how these might contribute to individual differences. It has been receiving abundant empirical support and validation and hence has impacted teaching and learning (Catts et al., 2015; Georgiou & Hayward, 2009; Parkin, 2021; Joshi & Aaron, 2000). Understanding SVR can help educators assessing the strengths and weaknesses of language and literacy and thus plan and provide appropriate evidence-based instruction. Therefore, SVR is the guiding model for this study as this study is exploring the supports and barriers that Arabic-speaking ESL learners face when learning to read ESL and their strengths and weaknesses when they make use of their mother tongue to learn reading in ESL.

SVR considers both decoding and comprehension as essential processes to effective reading. It is based on the formula that views reading as a process includes two basic components: word recognition and language comprehension. The formula is word recognition or decoding (D) \times linguistic comprehension (C) = reading comprehension (R), so $D \times C = R$. This means that reading comprehension is the product of word recognition and linguistic comprehension. Gough and Tunmer (2016, p. 7) define decoding or word recognition skill (in an alphabetic orthography) as "fundamentally dependent upon knowledge of letter-sound correspondence rules, or what we have called the orthographic cipher". Decoding (word-level reading) is the ability to transform print into spoken meaningful language. Decoding includes different skills, such as visual, visual phonological and visual morphological mapping skills (linking sounds to letters). If these skills are mastered, then, reading fluency will

be achieved. Language comprehension is the ability to understand spoken language. It includes many linguistic factors, such as vocabulary, syntax (e.g., rules of word order in sentence formation), semantics (e.g., concepts, background knowledge), and pragmatics (e.g., language use in social situations). The multiplication sign is a key to understand the formula because if learners are unable to decode the written speech (have a zero in it), they will not be able to comprehend the written print and if they cannot comprehend the spoken language (have a zero in it), they will not be able to comprehend the written language. Thus, decoding and language comprehension skills are of great importance to the reading process and effective reading is the key for students' successful learning.

SVR may provide an explanation of the areas that ESOL Arabic-speaking students may face facilitators or challenges when they read. It may explain whether those students encounter difficulties in decoding or in language comprehension or in both. Having the knowledge of this may enable educators to find effective reading strategies to assist those students.

However, not only the decoding and language comprehension processes influence L2 reading process and development but also there are other social and cultural factors (Jawing, 2016). Adopting the socio-cultural perspective could provide a comprehensive description of L2 reading development.

2.3 Socio-cultural perspective

The socio-cultural theories of Vygotsky which focused on the integrated nature of individual and social elements in the learning process have had a huge impact on all fields of education including language instruction (Eun & Lim, 2009). A socio-cultural/constructivist perspective stresses that people construct their knowledge or their understanding of the world through their interactions (Au, 1998; Burr, 1995).

There are continuous interactions between individuals and the environmental influences around them (Bronfenbrenner, 2005). Language is considered as a form of social interaction (Burr, 1995), so learning to read is closely related to the socio-cultural context of the learners. Vygotsky viewed language as a tool for thought and the main means for learning (Mitchell & Myles, 2004). Vygotsky et al. (1987) highlighted the role of mother tongue in learning L2 by noting that learning L2 is based on the learners' knowledge of L1 and the acquisition of the semantic aspect of the word precedes the actual name of the word. This means that concepts, according to Vygotsky, are developed first in learners' mother tongue and the names of these concepts can be learnt later.

From the social constructivist perspective, learning to read is framed through interactions with others (Anning et al., 2009). Au (1998) and García and Baker (2007) contend that a constructivist's view can improve literacy learning of students of diverse backgrounds through considering the significance of students' mother tongue and ethnicity. This is because linguistic differences and cultural differences are among the factors that contribute to the literacy achievement gap among ESL learners. Based on a social constructive perspective, Au (1998, p. 297) proposed a conceptual framework that addresses the literacy achievement gap among ESL learners. This framework includes the role of the students' mother tongue, instructional materials, interaction with students, and relationship with the community, in addition to classroom management, the goal of instruction, instruction methods and assessments. Au advocates that if educators address these components, the school literacy learning of ESL students will be promoted. This refers to the importance of learners' mother tongue in their learning.

2.4 The role of mother tongue in L2 reading

2.4.1 Definition of mother tongue

Saville-Troike (2012) defines mother tongue as the language which is acquired during early childhood, commonly before the age of three. It is usually acquired in the process of growing up with the people who speak the same language. It is frequently referred to as: first language, native language, primary language, heritage language, and L1. Yadav (2014, p. 573) defines mother tongue as, “The mother tongue, native or first language, is what a person has learned from birth or within a critical period, where the ability to acquire a language is biologically linked to age, and thus becomes the basis for social identity and becomes the medium of learning in school and society”. In this study, mother tongue refers to the Arabic language.

2.4.2 Mother tongue as a support to learning reading

Recently, the role of mother tongue in ESL learning and teaching has been intensively researched and there are studies that acknowledge the importance of mother tongue (see, for example, Cummins, 2018; Prinsloo, 2007). Research findings have reported the positive impact of mother tongue in promoting learners’ identities, family cohesion and intergenerational relationship (see, Alsahafi, 2019), enhancing the bi-literacy proficiency of young bilinguals (see, Ganuza & Hedman, 2019), in explicitly teaching bi/multilingual students how to read and comprehend texts (see, Hungwe, 2019), negotiating identities and constructing linguistic knowledge (lexical and grammatical) (see, Abourehab & Azaz, 2020), helping students to understand the meaning of the ambiguous words and grammar (see, Hussein, 2013). These studies will be discussed after highlighting the importance of mother tongue in ESL learning.

Due to the importance of mother tongue, there is an argument that students should start with reading in their mother tongue, not L2 (Cummins, 2005). According to Cummins (2000), children, in general, and bi/multilingual children, in particular, can positively impact their societies, locally and internationally if their linguistic and cultural backgrounds are well-recognized and appreciated. If educators make use of the diverse linguistic, cultural, and intellectual resources that those students have, there will be a dramatic increase in the society's language, culture, and intellect. Furthermore, according to Howard et al. (2015, p. 34), "the new learning area has shifted the focus from one where linguistic proficiency is the main goal to one where the interrelationship between language and culture, and enhancing students' intercultural capability, become significant". This is due to two main reasons. The first is that children's linguistic and cultural backgrounds are the foundation of their future learning and it is necessary to build on that foundation. The second reason is related to children's right to recognize and promote their talents. For example, research findings have reported that children's mother tongue is not only critical for their general personal and educational improvement (Baker, 2007; Cummins, 2000; Johannessen & SpringerLink, 2019; Skutnabb-Kangas, 2000) but also for maintaining their sense of well-being and identity (Alsahafi, 2019; Auerbach, 2016). The study of Alsahafi (2019) supports this view where he sought to investigate the attitudes of ten Arab immigrant children in New Zealand towards Arabic (their mother tongue), English, and Arabic-English bilingualism. He conducted narrative interviews and observations, and analysed the data qualitatively and concluded that the children have positive attitude towards Arabic, English, and bilingualism in Arabic and English and they confirmed the importance of maintaining Arabic, despite being weak in it, for preserving their religious identity and communicating with their families overseas.

Furthermore, in another study, Alsahafi (2015) investigated Arab immigrant fathers' language attitudes and practices toward their children's heritage language maintenance in New Zealand. He collected data from 10 Arab immigrant fathers of children aged 14 and under by using a questionnaire and semi-structured interviews. He concluded that the participants had a very positive attitude toward their children's mother tongue and its maintenance. They featured how they helped their children in maintaining their mother tongue by for example, explicitly setting and monitoring family language policy, establishing co-ethnic contacts, and providing Arabic materials to enhance Arabic literacy learning.

Children's mother tongue positively impacts their linguistic and educational development (Ganuza & Hedman, 2019; Yadav, 2014). This is because when children own two languages and have more practice using them, they develop deeper understanding of the language and use it effectively (Cummins, 2000; Cook, 2002). Additionally, research suggests that being bilingual affects the way of thinking as processing information through different languages could develop more flexibility in thinking (Cummins, 2000). When students have a strong foundation in their mother tongue, they develop stronger literacy abilities in the school language (Yadav, 2014). This is due to the interdependence/transference between the two languages (Cummins, 2007). When children are encouraged to use the languages they have, the languages develop each other. Cummins (1979, 2018) proposed the Developmental Interdependence Hypothesis which states that the competence in L2 is related to the already developed competence in L1. This implies that in order for L2 learners to achieve sufficient levels of proficiency, their mother tongue should not be neglected.

Additionally, Cummins concluded that the transference of literacy-related

language skills was not limited to similar languages in orthography and typology but even the languages that differ in orthography and typology indicated high inter-language correlations. When mother tongue of bilingual children is taught effectively, bilingual children improve literacy skills not only in their mother tongue but also in the school mainstream language. The study of Ganuza and Hedman (2019) supports this view. They investigated if participation in mother tongue instruction (MTI) affects the bi-literacy proficiency of young bilinguals (120 Somali-Swedish bilinguals in grades 1-6 compulsory school) in a Swedish school context who attended MTI classes (Somali language instruction). They tested reading proficiency and vocabulary knowledge in the two languages (Somali and English) with measures of word decoding, reading comprehension, and vocabulary breadth and depth. The study was designed to allow for cross-sectional, longitudinal, and cross-linguistic analyses of data. Overall, the results show that participation in MTI contributed positively to participants' results on Somali reading comprehension, beyond the influence of chronological age, age of arrival, and reported home language and literacy use. Furthermore, higher results in Somali were associated with higher results on the same measures in Swedish, in particular for the reading measures. In sum, the results indicate that MTI has an impact on some aspects of literacy proficiency in the mother tongue, despite being taught for a limited time (one hour weekly). They also indicate that MTI may benefit the proficiencies in the school language.

Based on the interdependence of skills and knowledge across languages, Creese and Blackledge (2010) call for applying a flexible bilingual approach to language teaching and learning, in which bilingual children is taught by using two or more languages alongside each other. Furthermore, there is a great importance of

constructing classroom spaces that enable bilingual students to develop their biliteracy (Gallo, 2014; Martínez et al., 2008; Reyes, 2012).

This is also based on the idea of trans-languaging among bilingual or multilingual learners that the use of one language improves the other (Lewis et al., 2012). Hornberger and Link (2012) define trans-languaging as the way bi/multilingual learners interact and make meaning through the intermixing of their several linguistic repertoires. Trans-languaging considers the language of bilingual learners as part of interconnected system (García, 2014). García and Kleifgen (2020, p. 568) demonstrate how a trans-languaging literacies framework can be used to enable bi/multilingual learners to gain deeper understanding of texts, create more distinct texts, enhance students' confidence, and promote analytical meta-linguistic awareness. Learners can achieve that by "using their entire linguistic repertoire, embodied actions, and other artifacts to interpret or design texts". To help bilingual learners making use of their various linguistic repertoires, Rowe (2018, p. 31) proposed six principles that support literacy learning, "valuing students' languages and cultures, modeling trans-languaging, providing authentic opportunities for multilingual communication, inviting two-way translation, composing dual-language texts, and connecting students with bilingual or multilingual audiences". Rowe contends that designing instructional activities based on these six principles could enhance bilingual learners' existing linguistic and literacy skills.

Hungwe (2019) indicates that using trans-languaging as a pedagogical tool is beneficial to help students gain a full understanding of the reading texts by getting students to read the texts in L2 while write and discuss the content in both L1 and L2. Hungwe investigated how paraphrasing as a reading comprehension strategy can be used with a trans-lingual approach to explicitly teach bi/multilingual students how to

read and comprehend texts. The participants were a group of 36 multilingual university medical students. The researcher used excerpts of students' writing as the data. By drawing empirical data from classroom activities, the study shows how trans-languaging and paraphrasing can be used as meta-cognitive strategies to improve students' reading comprehension. This study reiterates the importance of allowing learners to make use of their multilingual repertoires to enhance their learning.

In the same vein, Abourehab & Azaz (2020) argue that heritage language learning contexts are ideal trans-languaging spaces that allow learners to actively use their linguistic repertoires (multiple native-Arabic dialects and English) as resources to negotiate identities and construct knowledge. They examined the potential pedagogical trans-languaging in a community/heritage language context, with focus on Arabic as a multidialectal and multiglossic language. The researchers audio-recorded 10 contact hours of instructions that lasted for 12 weeks. The participants were 12 males and females. Their heritage languages ranged between Arabic and non-Arabic. The findings indicate that the learners actively made use of their linguistic repertoires to negotiate linguistic knowledge (lexical and grammatical).

Storch and Wigglesworth (2003) discuss that when L1 is used in ESL classrooms, students work at a higher cognitive level than if they were limited to use L2 only. Hussein (2013) concludes that using students' mother tongue helps students to understand the meaning of the ambiguous words and grammar. Hussein investigated and analyzed the causes, attitudes, and purposes behind using the mother tongue (Arabic) by students in three different universities in Jordan. He analyzed the collected data from classroom observation and responses to questionnaires by 120 students and 12 teachers. The findings indicate that students need Arabic in English classrooms because, in their opinions, it helps them to understand the meaning of

difficult words, clarifies complex syntactic rules, and saves time. The study also shows that restricting students to use English only prevents them from understanding English better.

Thus, the abovementioned studies report the positive impact of mother tongue of bilingual students on their learning. However, there is a significant number of studies that report the negative impact or the interference of mother tongue.

2.4.3 Mother tongue as a barrier to L2 reading

There are several studies that report different linguistic and cultural challenges that Arabic-speaking students encounter due to the interference of mother tongue (see, for example, Abdo & Breen, 2019; Akasha, 2013; Alhazmi et al., 2019; Alkhresha, 2010; Al-Qadi, 2017; AlTameemy, 2019; Barros, 2003; Fhaid Alqhtani, 2018; Hafiz et al., 2018; Ibrahim, 2020; Khatter, 2019; Mohammed & Ab Rashid, 2017; Nuruzzaman et al., 2018; Oualif, 2017; Palmer et al., 2007; Qreqz & Rashid, 2017).

Research findings have reported how the negative interference of mother tongue causes difficulties to Arabic-speaking ESL learners. For example, Abdo and Breen (2010) reported the different directionality between Arabic and English and the irregularity of English grapho-phonemic rules cause challenges to learners. Akasha (2019) reported lack of cultural awareness, cultural understanding, and language support are some challenges that students and teachers face. Alkhreshah (2010) concluded that Arabic-speaking EFL students face difficulties in word order used in simple English sentence structure and their use of standard and non-standard Arabic impacts the transfer process. Alqadi (2017) found that the students made errors in all categories of English Article System (omission, addition, substitution). Barros (2003) identified certain English consonant sounds, such as /p/, /d/, /v/, /tʃ/, /ʒ/, and /ŋ/ that

are difficult in pronunciation for Arabic-speaking students and the findings indicate that L1 Arabic interference could be the major factor behind pronunciation difficulties. Ibrahim (2020) identified certain diphthongs that are challenging for Arabic-speaking learners, centering diphthongs sounds ending in /ɪə/, /eə/ and /ʊə/ sounds, closing diphthongs sounds ending in /eɪ/, /aɪ/ and /ɔɪ/ sounds and closing diphthongs sounds ending in /əʊ/ and /aʊ/ sounds. Alhazmi et al. (2019) concluded that Arabic-speaking ESL learners encounter difficulties in word-level processing. Qreqz and Rashid (2017) concluded that ambiguous words, unfamiliar words, and lack of time are among the difficulties in the reading process that the participants faced when reading EFL. Palmer et al. (2007) concluded that Arabic-speaking ESL students face difficulty in decoding. These studies will be discussed after illustrating a background about some key differences between Arabic and English and Arabic interference in learning English.

2.4.3.1 Key differences between Arabic and English

Arabic language is spoken by more than 300 million people in the middle-east and North Africa (Elbeheri & Everatt, 2007). It is the official language of 22 countries. It is one of the most widely used languages in the world because it is closely related to Islam as Al-Quran Al-Kareem, the holy book of Islam and the revelation and guidance to Muslims, is in Arabic. All Muslims use Arabic in their daily prayers and in reading and comprehending Qur'an. In New Zealand, Arabic is spoken as a first language by 12399 people in 2018 (Statistics New Zealand, 2018).

Arabic language has 28 letters and 34 phonemes while English has 26 letters and 44 phonemes. Although Arabic and English languages are both alphabetical, there are significant linguistic differences between the two languages. These differences

can affect L1 Arabic learner's ability in L2 word recognition, phonological processing and orthographic awareness (Elshikh, 2012).

Research findings have reported that there are some linguistic challenges that Arabic-speaking ESL/EFL learners face when learning English (See, for example, Al-Sobhi & Preece, 2018; Hafiz et al., 2018; Khan, 2011; Ngangbam, 2016; Nuruzzaman, et al., 2018). This is because the grammar of Arabic and English are distinctly different as both Arabic and English belong to two different and distant language families; Arabic relates to Semitic family while English belongs to Indo-European family (Oualif, 2017). Arabic is a synthetic language that conveys a huge amount of grammatical information using inflections. Some linguistic differences between Arabic and English are in semantics, and lexis (Nuruzzaman et al., 2018). In semantics, using idioms is a challenge. According to Oualif (2017), an idiom is an expression that is distinct to itself. Literal translation of individual words does not clarify the meaning of the idiom. To interpret the implied meaning of the idiom of L2, learners are to be aware of L2 culture. What Arabic-speaking learners encounter in learning idioms is word-for-word translation results in unnatural or wrong idioms, for example, (To let the cat out of the bag) means (يُفشي سرا - yufshi serr-an- to reveal facts previously hidden) , but with literal translation, it will be totally different; (to let the cat walk out of the bag). In lexis, there are some difficulties in using articles and prepositions. As for articles, in English, there are the definite article (the) that comes before the definite singular or plural nouns, the indefinite article (a) that comes before singular indefinite noun that begins with a consonant (e.g. a teacher) and the indefinite article (an) that comes before a singular indefinite noun that begins with a vowel (e.g. an orange). While in Arabic, there is the definite article (ال) (al); a prefix that is attached to the beginning of the singular or plural nouns, which means (the) as

in (1). While the indefinite articles in Arabic are simply by omitting these two letters (ال) (al) from the beginning of the word as in (2):

(1) الكتاب = [كتاب+ال]

alkitab= [al+kitab]

The book

(2) كتاب

Kitab

A book

How this impacts Arab learners is by producing words without the indefinite articles (a or an) or overuse (the) when it is not required. The other lexis challenge that is facing Arabic-speaking students is using prepositions. Propositions in Arabic and English are used to encode different meanings in different contexts. That is semantics play a crucial role in deciding which preposition to be used (Sotiloye et al., 2015). As a result, students tend to translate the meanings, overuse the preposition (in) (في - fi), and also use (in) in place of (on) as the preposition (on) على (ala), in Arabic, is commonly used to describe the position of something, e.g., The book is on the shelf. In (3), (4) and (5), the three prepositions on, at and in means the same thing in Arabic (في fi - in):

(3)	يوم الأحد	في	ولدت	هي
	Yam-e alahad	fi	wulidat	heya
	Sunday	on	was born	She
(4)	الإنجليزية	في	جيدة	أكون أنا
	Alenjilezeyat-e	fi	jayedat-un	akoon ana
	English	at	good	am I
(5)	كرايستشيرش	في	أسكن	أنا

Christchurch	fi	askun-u	ana
Christchurch	in	live	I

The sources that cause the aforementioned challenges are inter-lingual errors, which occur as a result of mother tongue (L1) transfer, and intra-lingual errors, which occur due to the lack of L2 Knowledge (Nuruzzaman et al., 2018).

2.4.3.2 Mother tongue interference

The negative impact of mother tongue on learning may be due to the less exposure to L2 when it is used in L2 classrooms (Levine, 2003; Turnbull & Arnett, 2002). Littlewood and Yu (2011) and He (2012) view mother tongue as a valuable teaching and learning resource and suggest systematic and judicious use of L1 in L2 classrooms. Additionally, negative transference of L1 to L2 causes difficulty in learning to students (Mitchell & Myles, 2004; Mitchell, et al., 2019).

Mother tongue interference draws upon the behaviourist view that learning L2 is more complex than learning L1 because learners need to replace the set of well-established responses in their mother tongue that they already have by a new set of the target language (Mitchell & Myles, 2004). Therefore, an interference of the mother tongue occurs which may facilitate or hinder learning L2. Learning L2 will be easy (positive transfer or facilitation) if the structures of L2 are similar to those of L1 and if they are different, then learning L2 will be difficult (negative transfer or interference) (Mitchell & Myles, 2004; Mitchell, et al., 2019). Thus, transfer is a key concept of the behaviourism and was regarded as a process while negative and positive transfers were considered products not processes (Gass & Selinker, 2008). As a consequence, there was a strong belief that practice makes perfect and teachers are to use drilling exercises to get learners to imitate and repeat many times to learn the L2 new structure which is different from L1. Believing that the areas of differences between

L1 and L2 would cause difficulties for learners, it was necessary for teachers to focus their teaching on those areas. Additionally, researchers concentrated on comparing pairs of languages to find areas of similarities and differences between L1 and L2 in order to predict areas that will be either easy or difficult for learners. This was referred to as Contrastive Analysis Hypothesis (CAH) which emerged to improve classroom materials and to gain better understanding of the nature of language. Gass and Selinker (2008, p. 96) define CAH as "a way of comparing languages in order to determine potential errors for the ultimate purpose of isolating what needs to be learned and what does not need to be learned in a second-language-learning situation." The comparison includes a structure-by-structure of the sound system, morphological system, syntactic system, and even the cultural system of two languages (Lado cited in Gass & Selinker, 2008). CAH was based on six assumptions. The first assumption is that CAH is built on a theory of language that claims that language is a habit and that language learning involves the establishment of a new set of habits. The second assumption is that L1 is the major source of error in the production and/or reception of L2. The third assumption is that errors can be detected by considering differences between the L1 and the L2. The fourth assumption is that the greater the differences between L1 and L2, the more errors will occur. The fifth assumption is that learning L2 is by learning the dissimilarity between L1 and L2. The sixth assumption is that what determine difficulty and ease in learning is differences and similarities between the two languages.

However, the behaviorist theory of language and language learning and its assumptions were challenged as language came to be seen in terms of structured rules instead of habits. Learning was seen not as imitation but as active rule formation on the basis of innate principles as well as on the basis of exposure to the language being

learned. Comparing the structures of L1 and L2 is not enough to explore the similarities and differences. Empirical criticism was raised against CAH as not all actually occurring errors were predicted; not all predicted errors occurred. Therefore, there was a need for moving from behaviorist contrastive analysis to a consideration of the actual speech of learners (Error Analysis). Error analysis provides a broader range of possible explanations than contrastive analysis for researchers/teachers to use to account for errors, as the latter only attributed errors to the L1. Error analysis distinguished between two types of errors: inter-lingual and intra-lingual. Inter-lingual errors are those which can be attributed to the L1 (i.e., they involve cross-linguistic comparisons). Intra-lingual errors are those that are due to the language being learned, independent of the L1.

In the following section, there is a discussion of some studies that reported the negative interference of mother tongue on learning reading to Arabic-speaking ESL learners.

Abdo and Breen (2010) aimed to identify the beneficial features of language acquisition instruction that could enhance teaching and learning of EFL. They followed a case-study approach, for three weeks, the on-site researcher observed five male and female teachers and six male and female students in one elementary and secondary public school in Jordan. They examined the pedagogical framework for (EFL) in Jordanian schools, presented a quantitative and a qualitative analysis of students' attitudes, and present pedagogy that cater to Jordanian EFL learners' needs. They reported the negative and positive transfer between Arabic and English that influences language acquisition of ESL learners. They discussed that the different directionality in writing between Arabic and English represents a challenge to

learners, in addition to the irregularity of English grapho-phonemic rules unlike Arabic which is governed by regular grapho-phonemic rule.

Akasha (2019) aimed to explore challenges facing Arabic-speaking ESL learners and teachers in a public middle school in Washington State, USA. He interviewed two Arabic-speaking students and eight teachers, observed students and teachers in their classrooms, and surveyed parents' views. His main research questions were about the needs of the Arabic-speaking ESL students, the factors that affect their learning, and the barriers that the teachers encounter when supporting these students. He concluded that students and teachers face various challenges, such as "time, cultural awareness, cultural understanding, language support, teacher education/guidance, and parent communication" (Akasha, 2013, p. 28). He explained that lack of time is a challenge to students when they have difficult tasks and to teachers when they want to provide feedback to students. He added that when teachers and students are culturally aware, teachers can provide students with authentic tasks that address students' background and also students can share their culture with the help of their parents and hence teachers can support students to learn effectively. Teachers also need support to know about their students' culture and language to support students properly.

Accordingly, Alkhresheh (2010) investigated the interference of Arabic syntactic structures on English syntactic structures. To explore the impact of L1 on L2, he focused on the errors that EFL learners committed in using word order within simple sentence structure. He applied the multiple-choice test of Corder's (1981) on randomly selected 115 school students in Jordan. The findings refer to 1266 interlingual errors committed by the sample in word order in simple sentence structure. He concluded that Arabic-speaking EFL students face difficulties in word order used in

simple English sentence structure and their use of standard and non-standard Arabic impacts the transfer process. He revealed that these difficulties were due to differences between learners' L1 and L2.

Al-Qadi (2017) aimed to investigate and classify the errors made by Arabic-speaking EFL learners in using of the English Article System. He also sought to find out if these article errors due to interference of L1 Arabic or L2 English. He applied MCQ test on 50 Saudi male EFL learners and interviewed 5 teachers. He classified errors in three main categories using Surface Structure Taxonomy of errors (omission, addition, substitution) and classified the sources of errors into two error types (interlingual and intralingual). He found that the students made errors in all categories. He concluded that most article errors could be attributed to the negative transference of L1 Arabic and also L2 English, in other issues, was the cause of errors.

Concerning challenges that Arabic-speaking ESL learners face in pronunciation of English consonants sounds, Barros (2003) in the U.S, a predominantly-English speaking country investigated the difficulties that Arabic-speaking adult students face in pronouncing English consonant sounds. The participants were six male and female Arabic native speakers. To collect data, the researcher recorded participants' responses in a conversation in an interview and then asked them to read minimal pairs of words that were identified as including difficult consonant sounds. The researcher identified certain English consonant sounds, such as /p/, /d/, /v/, /tʃ/, /ʒ/, and /ŋ/ that are difficult in pronunciation for Arabic-speaking students. The findings indicate that L1 Arabic interference could be the major factor behind pronunciation difficulties.

In a different context, in Saudi Arabia, a predominantly-Arabic speaking country, Ibrahim (2020) aimed to identify pronunciation problems for 25 randomly selected university students in Saudi Arabia. He used Statistical Analytical Method. He used oral recoded and written tests to collect data. He identified certain diphthongs that are challenging for Arabic-speaking learners, centering diphthongs sounds ending in /ɪə/, /eə/ and /ʊə/ sounds, closing diphthongs sounds ending in /eɪ/, /aɪ/ and /ɔɪ/ sounds and closing diphthongs sounds ending in /əʊ/ and /aʊ/ sounds.

Alhazmi et al. (2019) aimed to examine if “vowel blindness” (focus on consonants and exclude vowels) explains the reading difficulties that Arabic-speaking learners face when reading ESL using eye-tracking technique. They wanted to investigate if Arabic-speaking ESL learners are transferring their L1 reading strategies to reading in L2 English. They investigated the eye movements of Arabic-speaking ESL learners when reading selected English words compared to English native speakers. The participants were 30 adults Arabic native speakers and 20 English native speakers in Swansea University. They concluded that Arabic-speaking learners did not appear to focus on consonants and avoid vowels and both English native speakers and Arabic native speakers paid equal attention to vowels and consonants. However, the Arabic-speaking ESL learners looked at more letters and spent more time on each word. The findings indicate that Arabic-speaking ESL learners encounter difficulties in word-level processing. The researchers suggested that the results may indicate that Arabic-speaking ESL learners depend on phonological decoding in reading and this may be due to negative transfer from L1 Arabic. However, Perfetti & Dunlap (2008) discuss that Arabic-speaking ESL students may face difficulties with vowels in English because vowels are not written in Arabic.

Arabic-speaking ESL learners depend on context to pronounce vowels which is not the case in English.

Qreqz and Rashid (2017) investigated the reading comprehension difficulties that Arabic-speaking EFL learners face at Yarmouk University in Jordan. They collected data using questionnaires that 200 students at Yarmouk University responded to. They concluded that ambiguous words, unfamiliar words, and lack of time are among the difficulties in the reading process that the participants faced when reading EFL.

Palmer et al., (2007) investigated the factors that influenced a nine-year-old Arab ESL student in learning ESL, in a U.S. school. The student was withdrawn for two hours daily to be supported in English language skills. His ESL teacher reported that the student faced challenges in decoding and had poor spelling and writing. The student was assessed in Arabic and English and the researchers concluded that there are some challenges that the student faces when learning ESL, such as difficulties in decoding English words, poor spelling and writing. They concluded that if the student had sufficient Arabic reading skills, this would transfer to enhance his L2 skills. They also suggested that the similarities and differences between Arabic and English may facilitate or hinder language acquisition of the learner. For example, there is a similarity between alphabetic systems and verb tenses in both Arabic and English which results in positive transfer and the different directionality in writing causes negative transfer (Arabic is written from right to left, whereas English is written from left to right).

Thus, the abovementioned studies support the thought that mother tongue could be a support or a barrier to learning reading for Arabic-speaking ESL learners.

The similarities between Arabic and English could facilitate learning ESL while dissimilarities could cause challenges to ESL learners.

Beside the linguistic challenges that Arabic-speaking ESL learners face, many studies refer to the lack of authentic texts or culturally relevant texts as another challenge. For example, Palmer et al. (2007) confirmed the importance of providing these learners with culturally and linguistically relevant texts as these types of texts are beneficial and engaging to students and the lack of such materials is a big barrier, and this was one of the conclusions in their study that discussed above.

In the same vein, Alptekin (2006) explored the role of culturally familiar background knowledge in inferential comprehension in L2 reading. The participants were ninety-eight Turkish EFL university students who had equivalent English proficiency. They were divided into two groups. They read either an original or a 'nativised' version of an American short story. The text and the context of the 'nativised' version were modified to represent the learners' Turkish culture. They answered multiple-choice comprehension questions to check inferential and literal comprehension. The results indicated that the 'nativisation' of the text to be culturally congruent with learners' prior knowledge facilitated L2 readers' inferential comprehension significantly.

Furthermore, Gilmore (2007) illustrated that ESL students can be supported by using authentic texts through allowing them to bring their home culture into the schools. Similarly, Dong (2004) illustrated that in order to ensure effective language learning, students are to be encouraged to bring their home culture to school.

To conclude, the aforementioned review and the supporting studies imply that Arabic-speaking ESL learners encounter several linguistic and cultural challenges in learning to read in L2, whether in predominantly Arabic speaking or (non-Arabic)

English speaking context, and using students' mother tongue to overcome such difficulties is still a controversial issue. Furthermore, not much is known about the true problems and challenges or supports that face Arabic-speaking ESL students in ESL reading in New Zealand public schools because of the dearth in studies that have addressed this particular group. In addition, reading achievement is an issue in New Zealand and internationally as it flattened off in middle school. To find out more, this study explores the perceptions and experiences of Arabic-speaking ESL students in ESOL classrooms to uncover what barriers and supports may affect their learning to read in L2.

2.5 Summary

In this chapter, a theoretical background about reading and the role of mother tongue in learning ESL was considered. Definition and importance of reading was discussed focusing on the Simple View of Reading as the guiding model for this study. The socio-cultural perspective was also considered because it interprets the social and cultural factors including the role of learners' mother tongue in the reading process. Furthermore, some key differences between the Arabic and English languages were presented. Additionally, the positive and negative interferences of mother tongue in ESL learning reading were discussed with supporting studies. There was a discussion of some studies that reported the positive role of the mother tongue in promoting learners' identities, family cohesion and intergenerational relationship, enhancing the bi-literacy proficiency of young bilinguals, explicitly teaching bi/multilingual students how to read and comprehend texts, negotiating identities and constructing linguistic knowledge (lexical and grammatical), and helping students to understand the meaning of the ambiguous words and grammar. Moreover, there was a discussion of other studies that reported the negative role of mother tongue that causes

linguistic and cultural challenges to Arabic-speaking ESL students, such as the different directionality between Arabic and English and the irregularity of English grapho-phonemic rules, lack of cultural awareness, cultural understanding, and language support, difficulties in word order used in simple English sentence structure, errors in all categories of English Article System, difficulty in pronouncing certain English consonant and diphthong sounds, difficulties in word-level processing, ambiguous and unfamiliar words, and lack of time, and difficulty in decoding. The next chapter will discuss and display the methodology of this study.

Chapter 3

Methodology

To answer the research questions mentioned in the introductory chapter, a qualitative approach was taken. The rationale for this approach was based on a social constructivism position. It will be explained in the following section.

3.1 Social constructivism

Aligning with the notion that knowledge is socially constructed (Fletcher, 2011) and to address the research questions I adopted the socio-constructivist paradigm because it considers truth or reality as "those constructions on which most people of a social group agree" (Adams, 2006, p.246). Additionally, it emphasizes the role of others in the individual construction of knowledge (Vygotsky, 1978). It also combines social and cultural factors as necessary to the formulation of understanding (Adams, 2006). Therefore, I used interviews to explore the perceptions and experiences of ESOL students and ESOL teachers. Furthermore, to better understand the context of teaching reading to the particular students I have interviewed in New Zealand primary schools, as I am from a different country, I collected samples of students' reading work. I sought to develop a construction of meaning through analyzing the data after using interviews and samples of students' reading work.

3.2 Rationale for the qualitative research

Qualitative research offers particular "contributions to social research practice" (Snape & Spencer, 2003, p. 27). One key strength of qualitative research is

the ability to verbally examine the nature of human behaviour including its interrelated psychological aspects and mental dimension which are too complex to be depicted numerically or interpreted in merely causes and effects (Bogdan & Biklen, 1998; Hara, 1995). Qualitative research allows a researcher to explore, understand, and interpret the meaning that people give to a social or human issue individually or as a group. It enables the researchers to inductively obtain a deep understanding and interpretations of the participants' social life, experiences, behaviours and perspectives (Litchman, 2013; Snape & Spencer, 2003). The researchers adopt the inductive analysis which "refers to approaches that primarily use detailed readings of raw data to derive concepts, themes, or a model through interpretations made from the raw data" (Thomas, 2006, p. 238) and they label resulting categories and theories from the data instead of imposing prior categories and ideas (Snape & Spencer, 2003). Therefore, the researchers work from the specific to the general (bottom-up), using the participants' views to build broader themes and generate a theory interconnecting the themes (Creswell & Plano Clark, 2007). This enables the researchers to deeply understand, interpret, and predict human behaviour. Therefore, I adopted the qualitative approach to explore, deeply understand and interpret the perceptions and experiences of Arab ESOL students and their ESOL teachers when they read ESL.

Qualitative research is defined as "a naturalistic interpretive approach" (Snape & Spencer, 2003, p. 25) that is based on interpretivism which considers multiple truths, and constructivism which focuses on participants' viewpoints to understand a social phenomenon (Guest et al., 2013; Ngozwana, 2018). Therefore, I depended on participants' viewpoints as my data. Consequently, to limit my biases, I revised with participants the meanings I gathered about them (Bogdan & Biklen, 1998) by sending the transcription of the interviews to each one of the participants. They have the

opportunity to double-check and amend (if needed). It is considered one of the validity strategies that are used to determine the accuracy of the qualitative findings (Creswell, 2014).

Qualitative research is based on a disciplined data collection. It enabled me to use multiple types of data collection (interviews, reading samples) to obtain detailed data and illustrative information that may not be gained through quantitative methods. I conducted semi-structured interviews, with guiding questions, orally via face-to-face interviews with ESOL students and their ESOL teachers. I visited the real locations of the participants because the setting includes contextual conditions (social, institutional, and environmental) that may have an impact on people's behavior (Bogdan & Biklen, 1998; Creswell, 2014).

Qualitative research also enabled me to report on the data through words not numbers when analyzing it and when disseminating the findings. It is defined as "descriptive data" (Bogdan & Biklen, 1998, p. 5). I recorded all details to attain a successful description and analyze the collected data inductively because my main aim was not to prove or disprove a hypothesis.

Additionally, it enabled me to build up data from specific to general themes, arrange new classifications, and identify association patterns to have a whole picture of what I study. This full picture helped me to explore the meanings that students and teachers give to their behaviour and produce new concepts and ideas to develop their explanation and describe the phenomena in details. After that, I expressed the data meanings in my own words. Then, I induced outputs that reveal and represent the social world of the participants.

Qualitative research focuses on the process and the outcomes, but in particular, attention is given to the process to ensure that the outcomes (findings) can be trusted. This means that I tried to deduce how people confer meaning.

Moreover, what characterizes qualitative research is the evolution, flexibility, and generality of its design (Creswell, 2014). As the qualitative approach focuses on the researchers' point of view, the data and my interpretations are inevitably interwoven. This enabled me to control the research as I could make decisions regarding research design and data analysis, and provide a richer and wide range of descriptions related to interpersonal, social, and cultural contexts of education. For example, I decided to separate children's data analysis from teachers' data analysis because I found that in some cases they look at the same phenomenon with different perspectives. This also indicates that in preparing for data analysis, I immersed myself in the data, read, re-read, reflected on the data, and wrote about the data and its different meanings and interpretations. I reflected on how the data are linked, how to organize the data and the key codes arising from the data, how to analyze the data, how to coherently organize and synthesize the analysis (Wellington, 2015). Additionally, I reflected on how my "own biography, values, knowledge, assumptions and experiences shape or inform the data analysis, i.e. reflexivity" (Woods et al., 2016, p. 387). This means that when I analyzed the data by reading the transcription of the ESOL students' interviews, as being one of them (e.i, an Arabic-mother tongue speaker and have learned English as a second language and also as a former teacher of English as a foreign language), I understood, for example, why they considered reading aloud as a barrier for them when they are learning to read English because I have encountered this experience while I was learning and teaching reading, so I

understood how mispronouncing words when reading aloud caused embarrassment to them which they referred to in the interviews.

3.3 Setting

This study was conducted at five different schools. These schools were purposively selected so they include a range of ESOL students whose mother tongue is Arabic. Identifying these schools was via web searching. Schools that have ESOL programmes for Arab students were recruited. They were given the following pseudonyms: School 1, School 2, School 3, School 4, and School 5. These schools were a mixture of types of New Zealand state primary schools including contributing schools (Years 1-6), full-primary (Years 1-8), intermediate (Years 7-8), and high schools (Years 7-13). The number of pupils who attended these schools at the time of this study in 2020 ranged from 338 to 750 students. The schools' decile rating ranged between 4 and 9. Deciles are ratings used by the Ministry of Education to work out some of the funding for schools. Schools are given a rating between 1 and 10. The lower a school's decile rating is, the more funding it gets. Deciles are based on the socio-economic factors of an area. Decile one is the lowest and decile ten is the highest. All these schools were running ESOL programmes to help students who are studying English as a second language in any difficulties they face in their learning.

School 1 is a state primary school (Year 0-6). Students' age ranges between four and ten years old. Its decile rating is 6. The total number of students at this school was 440 pupils. At this school, an ESOL teacher was interviewed in a pilot study and two pupils were interviewed. School 2 is a co-educational state high school (Year 7-13). The age of students ranges between ten and seventeen years old. Its decile rating is four. The total number of students attended at this school was 750

students. Two students were interviewed. School 3 is a state full primary school (Year 0-8) and its decile rating is six. Pupils' age ranges between four and thirteen years old. The total number of pupils was 470. Three pupils and their ESOL teacher were interviewed at this school. One of the interviewed pupils was interviewed in a pilot study. School 4 is a state full primary school (Year 0-8) and its decile rating was nine. The age of pupils ranges between four and thirteen years old. The total number of pupils was 535. An ESOL teacher was interviewed in a pilot study and a pupil was interviewed for the main study. School 5 is a state intermediate school (Year 7-8) and its decile rating is seven. The pupils' age ranges between eleven and thirteen years old. The total number of students was 338. An ESOL teacher and a pupil were interviewed. Table 3.1 shows the profile of schools.

Table 3.1 shows the profile of schools

School	School Type	Age range	Decile rating	No of pupils	No of teachers interviewed	No of pupils interviewed
1	State primary (Y 0-6)	4-10	6	440	1	2
2	Co-educational state high school (Y 7-13)	10-17	4	750	-	2
3	State full primary (Y 0-8)	4-13	6	470	1	3
4	State full primary (Y 0-8)	4-13	9	535	1	1
5	State intermediate (Y 7-8)	11-13	7	338	1	1

3.4 The participants

The sample for this study was purposively selected to be Arabic-mother tongue students in years 5-8 primary schooling in New Zealand who were attending/attended ESOL classes at the school hours. The school principals consented to identify the years 5 to 8 students who spoke Arabic as their mother tongue. There were seven male students and one female student whose ages range between 10 and 13 years old and another female student who was interviewed in a pilot study. They were given codes in this study (Student R, Student S, Student T, Student U, Student V, Student W, Student X, Student Y, and Student Z). Student R was interviewed in the pilot study and the other eight students were interviewed in the main study. At School 1, I interviewed Student S, 10 years old boy in year 5 and Student T who was 11 years old boy in year 6. At School 2, I interviewed Students U and V who were 12 years old boys in year 7. At School 3, I interviewed Students R, W, and X. Student R was 11 years old girl in year 6. Student W was 12 years old girl in year 7 while Student X was 10 years old boy in year 5. At School 4, I interviewed Student Z who was 12 years old boy in year 7. At School 5, I interviewed Student Y who was 13 years old boy in year 8.

The sample also included two female ESOL teachers who were teaching most of these students. There were also two other female ESOL teachers who were interviewed in the pilot study. The teachers' years of teaching experience ranged from 20 and 35 years. For this study, they were given pseudonyms as Teacher Maryam, Teacher Safy, Teacher Cindy, and Teacher Joy. Teacher Safy, and Teacher Cindy were interviewed in the pilot study. At School 1, I interviewed Teacher Safy who was a female ESOL teacher and had a teaching experience of 26 years. The ESOL teacher

in School 2 was not interviewed because I had already interviewed the intended number of teacher participants for this study. At School 3, I interviewed Teacher Maryam who was a female ESOL teacher and had a teaching experience of 35 years. At School 4, I interviewed Teacher Cindy who was a female ESOL teacher and had a teaching experience of 18 years. At School 5, I interviewed Teacher Joy who was a female ESOL teacher and had a teaching experience of 21 years.

Table 3.2 shows the profile of the participants.

Table 3.2 shows the profile of participants

School	ESOL Students	Gender	School year	Age	Interview type	ESOL teachers	Teaching experience	Interview Type
1	S	Male	5	10	Semi-structured	Teacher Safy	26 years	Pilot
	T	Male	6	11	Semi-structured			
2	U	Male	7	12	Semi-structured	Their ESOL teacher was not interviewed		
	V	Male	7	12	Semi-structured			
3	R	Female	6	11	Pilot	Teacher Maryam	35 years	Semi-structured
	W	Female	7	12	Semi-structured			
	X	Male	5	10	Semi-structured			
4	Z	Male	7	12	Semi-structured	Teacher Cindy	18 years	Pilot
5	Y	Male	8	13	Semi-structured	Teacher Joy	21 years	Semi-structured

3.5 Data collection method

The data collection steps included setting the boundaries for the study, collecting information through unstructured or semi-structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information (Creswell, 2014). The ESOL students were interviewed using a semi-structured interview schedule and samples of their reading work were collected. The ESOL teachers were interviewed using a semi-structured interview schedule. The data were gathered during the last term of the school year 2020 because interviews were conducted according to the availability of the ESOL students and the ESOL teachers.

3.5.1 Semi-structured interviews

The interview is a social, interpersonal encounter, not merely a data-collection exercise (Cohen et al., 2018). An interview is "remarked as an inter-view, an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data" (Kvale, 1996, p. 506).

I sought the school principals' permission to conduct the semi-structured interviews and to recruit ESOL teachers and Arabic-speaking ESOL students for the interviews. Teachers, children, and parents of children were informed via the school principals. Information sheets were sent to schools' principals, ESOL teachers, parents, and children. Informed consents were obtained from principals, parents, and children. Additionally, children's reading work samples were collected from children's teachers after gaining the consent from principals, teachers, children's

parents and children. Teachers and children were asked to assign the appropriate time for them to attend the interview. This was mentioned in the consent forms and information sheets that were delivered to them via their school principals. Children freely gave their assent to participate in the study. Interviews with teachers and children were conducted at their schools during normal school time. I started the interview by introducing myself and explaining the purposes and conduct of the interview (what will happen, how, and the structure and organization of the interview), how responses would be recorded and I sought the interviewees' permission. The topics and questions were given to the ESOL students and ESOL teachers. The questions were open-ended and the wording and sequence were tailored to each individual interviewee and the responses given, with prompts and probes. Prompts and probes enabled me to ask respondents to extend, elaborate, add to, exemplify, provide detail for, clarify or qualify their response (Cohen et al., 2018). The sequence of the questions was carefully planned, and similar questions were grouped together. Additionally, being one of the same socio-cultural contexts of the ESOL students and speaking the same mother tongue helped me to obtain in-depth information from the students. The interview lasted for 20 minutes.

Kvale (2007) describes the researcher as the research instrument, the effective interviewer is not only knowledgeable about the subject matter but is also an expert in interaction and communication. Therefore, I tried to establish an appropriate atmosphere so that the interviewees could feel secure to talk freely by addressing the cognitive, interpersonal, interactional, communicative and emotional aspects of the interview (Cohen et al., 2018). To address those aspects, I tried to be vigilant about what the children meant when they responded to questions by sometimes asking them follow-up questions. This is because sometimes children tend to say anything rather

than nothing at all (Lewis, 1992). I bore in mind the ethical dimensions of the interview by obtaining the participants' consents to be interviewed after giving them the information sheets in which they were informed about the guarantees of confidentiality, beneficence and non-maleficence that are the interview may be beneficial to them and will not harm them. Before starting the interview, I reviewed with the participants all that were mentioned in the information sheet such as, the aim of the study, how it will benefit them, the guarantees of confidentiality, and voluntary participation. I made sure that they have understood that they can withdraw from the study at any time and they can cease the recording or have a break or stop the interview at any time. This created trust between me and the participants and helped me to establish and maintain a good rapport with the participants. To maintain a good rapport, I actively listened to the interviewees. I was clear, polite, respectful, non-threatening, and friendly. I asked the participants about their preferred names, and they were allowed to ask questions. Additionally, ESOL students were asked to choose in which language they would like to be interviewed, in English or their mother tongue, Arabic. Six students chose to be interviewed in Arabic: Student R (Pilot study), Students S, W, X, Y, while three Students T, U, and V preferred English. This good rapport helped motivate the participants to discuss their thoughts, feelings and experiences.

3.5.2 Pilot interviews

As a novice researcher, it was beneficial to record self-reflexivity by registering all “experiences, ideas, fears, mistakes, confusions, breakthroughs and problems that arise” (Yin, 2011, p. 20). This was apparent when I conducted the first three interviews with ESOL Student R, ESOL Teacher Safy, and ESOL Teacher

Cindy. I was learning to use effective interview techniques, but when I reflected on those interviews I noted that I had not followed up with in-depth questions with the interviewees. I also added some questions that were not among the questions approved by my ethics application. Moreover, I could not manage the assigned time for the interviews. Then, when I discussed those interviews with my supervisors, they guided me on how to ask more in-depth questions building on what the interviewees have said, how to appropriately guide the interview, and how to work on my interview techniques. Therefore, I considered the first three interviews as pilot interviews and I learnt from my mistakes and paid more attention to the rest of the interviews.

3.5.3 Samples of ESOL students' reading work

To better understand the context of teaching reading in these particular ESOL classes, I collected samples of ESOL students' reading work. The reading samples gave me an idea of what the ESOL teachers are doing in the classroom when ESOL students are to learn reading. In this case, with these teachers and these particular children, the types of reading samples that I have collected were mostly children's responses to reading comprehension questions that followed the instructional reading. Children had guided reading with their teachers and then they did some follow-up activities which in this case were children's responses to reading comprehension questions.

3.6 Data analysis

Data analysis is described as the move from data to understanding, explaining and interpreting the phenomena in question (Cohen et al., 2018). Coding is a major approach in qualitative data analysis. It is "the process of breaking down segments of

text data into smaller units, and then examining, comparing, conceptualizing and categorizing the data" (Cohen et al., 2018, p. 668). Coding includes three steps: the first step is the initial coding, the second is the axial coding, and the third is the selective coding. In the initial coding, the researcher describes the text, using codes or labels. At this stage of the research, open coding helped break up the data to identify some of the conceptual categories within the data. Cohen et al. (2018) described this as initial coding where the researcher interacts with the data, interprets it and develops emergent codes. An initial analysis of the data leads to an initial understanding of the data. Initial coding leads to the axial coding in which the researcher links areas to each other. Finally, in the selective coding, the researcher selects the main ideas which will be the focus of the research. These three steps of coding will be explained with examples in the two sections of children's data analysis and teachers' data analysis.

So I organized, described, understood, accounted for, and explained data, made sense of data in terms of the participants' definitions of the situation, and noted patterns, themes/codes, categories and regularities (Cohen et al., 2018), and finally, I selected the core themes that will be the focus of the study.

To organise the data, I repeatedly listened to audio recordings of the interviewees and carefully read the transcriptions. Audio-recording was beneficial as it could be repeatedly replayed. This allowed me to achieve the accuracy of the spoken word during the transcription process. Additionally, transcribing my data enabled me to have an in-depth understanding of the data.

I divided the data analysis into two sections: a section for ESOL students' data analysis and a section for ESOL teachers' data analysis. I thought handling data

analysis separately would be beneficial as I found that the emerging themes from ESOL students' data would be different from the ESOL teachers' data and this would allow me to compare between them. In the following section, the ESOL students' data analysis and the ESOL teachers' data analysis will be discussed consecutively.

3.6.1 ESOL students' data analysis

3.6.1.1 Initial coding

The first step of coding is the initial coding process that began with the intensive reading and re-reading of the data (Cohen et al., 2018, & Creswell, 2014). Once collecting data from children was completed, early themes were developed in consideration of the research questions. This means that I intensively read and re-read the data and referred to the research questions to document the themes. If any theme related to my research questions appeared in the data, I documented it while any unrelated themes emerged, I discarded it. For example, I documented the codes that expressed the supports or barriers that children face when they read ESL, their strengths and weaknesses when they apply L1 to read ESL, and how they make use of L1 to read ESL. I started by organizing the data by combining all the children's responses according to the interview questions and underlining the main ideas in their responses (i.e., question 1 of the interview and under it the responses of the eight interviewed students and so on). This way helped me to find the themes easily for the initial coding and find links between them later on in the axial coding. For the initial coding, I selected the main ideas in children's responses and based on my understanding of these responses, I labelled /coded them as shown in Appendix H. For example, when students responded to the question about the language they prefer to read, they expressed different ideas, some of them explained that they prefer to read

in English while others mentioned that they prefer Arabic. So, I documented some of children's responses and gave them the label/code: "Preference of reading in the language they are strong at" as shown in Appendix H. I followed this technique for coding children's and teachers' data. I documented thirty-five initial themes in children's data (see Appendix H).

Then, I tried to find the link between these themes and cluster them together which resulted in a lower number of themes. This happened in the second step of coding which is axial coding that will be illustrated in the following section.

3.6.1.2 Axial coding

After completing the initial coding, axial coding was necessary to identify the relationships between the codes. Axial coding is different from open coding which breaks the data as it links areas to each other (Cohen et al., 2018, & Creswell, 2014). Employing an inductive approach enabled me to read deeper meanings and inferences into the participants' beliefs and actions. I began to cluster and link similar themes to one another. Some themes "overlap or relate conceptually" that the researcher can collapse them under broader headings (Taylor et al., 2016, p.182).

This enabled me to reduce the number of initial themes that I had created from thirty-five initial themes to eight key codes. For example, some emergent themes from children's data, "asking parents about the meaning of difficult words when reading at home, asking the teacher about the meaning of difficult words when reading at school, asking classmates about the meaning of difficult words, using Google Translate, using English-English and English-Arabic dictionaries, dividing difficult words into parts, rereading the text and guessing the meaning" are clustered under one broader theme

“Strategies to understand the difficult words”. Appendix H shows the clustering of the initial themes into other broader themes and linking some themes.

After linking and clustering the initial themes in the axial coding step, there was the need to focus on the main ideas for the analysis and this step was fulfilled using the selective coding that will be presented in the following section.

3.6.1.3 Selective coding

The last step of coding is selective coding where further analysis of the data and themes was undertaken. This type of coding aims to scan the data and prior themes to arrange the overall analysis around various main ideas (Charmaz, 2003; Taylor, et al., 2016). During this step of selective coding, the key themes that reappeared frequently guided the research (Charmaz, 2003). For example, the theme of “dislike of reading aloud for being embarrassed” appeared regularly in the data of children as one of the barriers that children encounter when reading. Therefore, this theme is one of the core ideas of the research that will be discussed in details with supporting data from children. I kept revising the children’s data to explore which key themes appeared frequently in children’s data and I found that the theme “Types of questions” was not frequent in children’s data so I discarded it. As a result, I finally established seven primary themes which will be discussed in the following chapter. These key themes are “types of preferred language and texts to read, mother tongue as a support, and worries about losing it”, “strategies to understand difficult words”, “dislike of reading aloud for being embarrassed”, “types of difficulties when reading”, “time and difficulty of the reading text”, “techniques and resources to make use of mother tongue when reading”, and “learners’ needs to improve their reading”. The following section deals with data analysis of the teachers’ transcripts.

3.6.2 ESOL teachers' data analysis

3.6.2.1 Initial coding

Once collecting data from the two ESOL teachers was completed, early themes were developed in consideration of the research questions. This means that I intensively read and re-read the data and referred to the research questions to document the themes. If any code related to my research questions appeared in the data, I documented it while any unrelated code emerged, I discarded it. For example, I documented the codes that expressed the supports or barriers that ESOL teachers find children face when they read ESL, their strengths and weaknesses when they apply L1 to read ESL, and how they make use of L1 to read ESL. To do that I followed three steps; the first step is that I started by organizing the data by combining all the teacher's responses according to the interview questions and underlining the main ideas in their responses (i.e., question 1 of the interview and under it the responses of the two interviewed teachers and so on). This way helped me to find the themes easily for the initial coding and find links between them later on in the axial coding. The second step is that I read the teachers' responses and wrote the emergent themes when they are related to my research questions.

For the initial coding, I selected the main ideas in teachers' responses and based on my understanding of these responses, I labelled /coded them. For example, when ESOL teachers were asked about the important skills that ESOL Arabic-speaking students need, they responded, "They (the children) need a strong foundation in their own mother tongue, "I find the ones with a strong foundation of their mother tongue are able to transfer quicker and easier", so as I understand and analyze these responses, I labelled them with "The need for a strong foundation of

students' mother tongue" as shown in Appendix I. I followed the same technique with all the teachers' responses and I documented forty-four initial themes from teachers' data that are outlined in Appendix I.

Then, there was the need to link these themes and cluster them together which resulted in a lower number of themes. This happened in the second step of coding which is axial coding that will be illustrated in the following section.

3.6.2.2 Axial coding

The initial coding resulted in forty-four emergent themes from teachers' data. After completing the initial coding, axial coding was necessary to identify the relationships between the themes. I began to cluster and link similar themes to one another. For example, I clustered the initial themes from teacher' data "bilingual visual dictionary, bilingual buddying, Google Translate, visuals, TV, games, and word cards" under the code "resources as supports to reading comprehension" (see Appendix I). Appendix I shows the main ideas in teachers' responses, the initial codes given to them, and clustering them together under axial coding.

After linking and clustering the initial themes in the axial coding step, the themes were reduced from forty-four themes to 4 themes. Then, there was the need to focus on the main ideas for the analysis and this step was fulfilled using the selective coding that will be presented in the following section.

3.6.2.3 Selective coding

The last step of coding is selective coding where further analysis of the data and themes was undertaken. This type of coding aims to scan the data and prior

themes to arrange the overall analysis around various main ideas (Charmaz, 2003; Taylor, et al., 2016). During this step of selective coding, the key themes that reappeared frequently guided the research (Charmaz, 2003). For example, the theme of “mother tongue as a support to learning reading” appeared regularly in the data of the teachers. Therefore, this theme is one of the core ideas of the research. I kept revising the teachers’ data to explore which key themes appeared frequently. As a result, I finally established four main themes. These key themes are mother tongues as a support to learning reading, types of barriers Arabic-speaking students face when they read, resources and reading skills as supports to reading comprehension, and strategies that support learning reading.

3.6.3 Main themes from ESOL students’ and ESOL teachers’ data

The following table outlines the main themes for ESOL students and ESOL teachers that will be the focus of the study.

Table 3.3 outlines the main themes from ESOL students’ and ESOL teachers’ data

ESOL students’ main themes	ESOL teachers’ main themes
Types of preferred language and texts to read and mother tongue as a support	Mother tongue as a support to learning reading
Strategies to understand difficult words	Strategies that support learning reading
Types of difficulties when reading	Types of barriers Arabic-speaking students face when they read
Techniques and resources to make use of	Resources and reading skills as supports

the mother tongue when reading	to reading comprehension
Time and difficulty of the reading text	
Dislike of reading aloud for being embarrassed	
Learners' needs to improve their reading	

As the table shows, there are seven core themes for ESOL students and four main themes for ESOL teachers. These themes will be discussed in the findings and discussion chapter.

3.7 Rigour and trustworthiness

A key strength of qualitative research is that it is a scientific approach. This is because it meets the requirements of the scientific approach which include “a rigorous and systematic empirical enquiry that is data-based” (Bogdan & Biklen, 1998, p. 18). This indicates that I followed some well-organized, logical, and documented procedures to build research design, collect and analyze data, and report findings. I collected data from different resources, such as interviews (people's own words) with ESOL students and their ESOL teachers, and official documents (samples of students' reading work), and did not depend on a single data source (Creswell, 2014). Furthermore, I analyzed data continuously and inductively. I organized data as themes.

Qualitative research enables the researcher to achieve trustworthiness, credibility, applicability, and consistency. According to Yin (2011), to build trustworthiness and credibility, researchers should achieve transparency, methodic-

ness, and adherence to evidence. The transparency can be ensured when researchers clearly describe and document the research procedures and make the data available to be critiqued and scrutinized by others. To ensure transparency I clearly described and documented the research procedures and made the data available to be critiqued and scrutinized by my supervisors. To obtain methodic-ness, the research procedures should be organized, in order, fulfilled, and cross-checked, and researchers should avoid inaccurate work, anonymous bigotry, and intentional falsification. Following this, I organized the data, put them in order and crosschecked them. Furthermore, I avoided any inaccurate work, anonymous bigotry, and intentional falsification. Because qualitative research is built on a clear set of evidence, I abided by the evidence I gathered. For example, the students and teachers expressed their perceptions, and the evidence I have is their actual words and the context. This ensures that research findings are built on “the data that has been collected and analyzed fairly” (Yin, 2011, p. 20).

3.8 Ethical issues

To conduct my study, consent was gained from the University of Canterbury Educational Research Human Ethics Committee (ERHEC) (see Appendix A). The school principals, participating ESOL teachers, children's parents, and children were provided with information sheets regarding the research project and their consents were obtained (see Appendices B, C, D, and E). It was explained that all the participants could withdraw from the project at any time. All participants were made aware that the research will be published as part of a Master of Education degree. Pseudonyms and codes for schools and participants have been given to maintaining participants'

anonymity, and information was treated confidentially. Participants' personal information was removed from interviews and transcripts.

The participants were informed that pseudonyms or code names would be used and that they had the right to withdraw at any time. Due to the age of the participants, which ranged between ten and thirteen years, permission was also sought from their parents/caregivers. All the participants returned their consent forms and were willing to be part of the research.

3.9 Summary

This chapter outlined the qualitative approach used in this study. The participants, the setting, and data collection methods were described, including pilot interviews, semi-structured interviews, and samples of students' reading work. The chapter explained the data analysis process and steps taken to enhance the rigour and trustworthiness of the study. In the following chapter, the main codes that came out of ESOL students' data and ESOL teachers' data will be discussed.

Chapter 4

Analysis and findings

4.1 Introduction

In this chapter, the seven themes that were identified from ESOL students' data and the four themes that were identified from ESOL teachers' data will be analysed and discussed. The seven themes that were selected from the ESOL students' data are types of preferred language and texts to read, mother tongue as a support to learn reading, and worries about losing mother tongue, strategies to understand difficult words, learners' needs to improve their reading, types of difficulties when reading, techniques and resources to make use of mother tongue when reading, time and difficulty of the reading text, and dislike of reading aloud for being embarrassed. The four themes that were identified from ESOL teachers' data are mother tongue as a support to learning reading, strategies that support learning reading; types of barriers Arab students face when they read, and resources and reading skill as supports to reading comprehension. As was shown in Table 3.5 in chapter 3, there are some similarities between the identified themes from the ESOL students and the ESOL teachers. For example, the theme of "types of preferred language and texts to read, mother tongue as a support, and worries about losing mother tongue" which was identified from students' data is similar to the theme "mother tongue as a support to learning reading" which was derived from teachers' data. Therefore, these two themes will be discussed together. Similarly, the second theme from students' data "strategies to understand difficult words" is similar to the theme "strategies that support learning reading" that was selected from teachers' data.

The third theme “learners’ needs to improve their reading” (ESOL students’ data) is similar to the theme “reading skills as supports” (ESOL teachers’ data). The fourth theme “types of difficulties when reading” (ESOL students’ data) is similar to the theme “types of barriers Arab students face when they read” (ESOL teachers’ data). The fifth theme “techniques, and resources to make use of mother tongue when reading” (ESOL students’ data) is similar to the theme “resources and reading skills as supports to reading comprehension” (ESOL teachers’ data). However, the last three themes “time and difficulty of the reading text, dislike of reading aloud for being embarrassed and learners’ needs to improve their reading” are exclusive to ESOL students’ data. Therefore, similar themes will be discussed from the perspectives of students and ESOL teachers while the last three themes will be discussed from the students’ perspectives. Additionally, links will be made back to the research literature review in chapter two.

4.2 Theme 1: Types of preferred language and texts to read, mother tongue as a support to learning reading, and worries about losing it

Theme 1 will be discussed by presenting ESOL students’ perceptions and ESOL teachers’ perceptions consecutively. The ESOL students’ perceptions are centered around four main sub-themes. These sub-themes are preferred language to read, preferred texts, mother tongue as a support to learning reading, and ESOL students’ and their parents’ worries about losing it, while ESOL teachers’ perceptions are focused on how mother tongue is a strong foundation for students and how to maintain it.

4.2.1 ESOL students' perceptions

4.2.1.1 Types of preferred language to read

The four sub-questions I sought to investigate were about ESOL students' and ESOL teachers' perceptions when making use of mother tongue when reading ESL and ESOL students' strengths and weaknesses when applying Arabic to read ESL. One of the interview questions was about the preferred language that ESOL students like to read, Arabic or English, or both. The ESOL students conveyed diverse ideas. Some of them, who are relatively new comers to New Zealand, preferred to read in Arabic, but the other ESOL students who spent most of their life in New Zealand, which is a predominantly English-speaking country, preferred to read in English. This diversity may be due to language dominance which is determined by how much exposure students have to L1 or L2 (Birdsong, 2014; Blasingame & Bradlow, 2021). Birdsong (2014, p. 374) identifies language dominance as “observed asymmetries of skill in, or use of, one language over the other”. He mentions that sometimes the language learned in childhood (L1) (in this study, L1 is Arabic) is dominated by the second language (L2) (in this study, L2 is English) in terms of proficiency and processing ease. He states that reading speed is one of the dimension based measures of dominance. This may explain why some ESOL students described that they are slower in reading Arabic, but faster in reading English. One ESOL student who spent most of his life in New Zealand commented, “I can read Arabic, but not really fast. I prefer to read in English.” (Student U, School 2). While another ESOL student who spent most of his life in an Arabic-speaking country communicated that his mother tongue, Arabic, is easier for him and he likes to read bilingual books that have one page in Arabic and the opposite page translated into English and he prefers to start reading the Arabic text first because this helps him understand better. He stated:

I like to read the stories that have one page in English and the other in Arabic so I love to learn both at the same time. I love to start with Arabic... I understand better when I read the English after the Arabic. (Student X, School 3)

The ESOL students' comments indicate that they prefer to read in the language that they might be strong at because it seems easier for them in decoding and comprehending the language.

4.2.1.2 ESOL students' preferred reading texts

The ESOL students linked their favourite readings with texts that cater to their interests and needs. For example, the ESOL students who are interested in sport, preferred to read about sport. This goes along with what Haiken and Furman (2018) mentioned about the importance of considering students' interests and needs as tools to find reading materials for them. They affirm that even struggling readers can understand texts that exceed their "lexile" abilities due to their interest, curiosity and passion about the topic. One ESOL student mentioned, "If I read non-fiction, I need more time to read and understand it, but if it is about astronomy, I find it easy as I love to read a lot about astronomy" (Student W, School 3). Another ESOL student stated:

I prefer any journals, books or stories that are comics or sports, as I am into basketball, swimming, and athletics. ... For example, I like to read a book is called "Bad Guys". It is about bad guys who are trying to be good. (Student S, School 1)

The ESOL students' comments indicate that when the reading topic appealed to their interests, they would be more engaged and motivated and consequently understand the topic better. This may be due to students already having background knowledge about the topic.

4.2.1.3 Mother tongue as a support to learning reading

The ESOL students S, U, V, W, X, and Y indicated how their mother tongue, Arabic, helps them to understand when they read English. They mentioned that it assists them to better understand the meaning of the words. This is elucidated in Cummins (2001) as he illustrates that when children have two or more languages, they develop a deeper understanding of language “When children continue to develop their abilities in two or more languages throughout their primary school years, they gain a deeper understanding of language and how to use it effectively” (Cummins, 2001, p. 17).

The ESOL students S and Y expressed how translating into their mother tongue, Arabic, made them feel comfortable and they affirmed the importance of translating some words into Arabic to understand the meaning better. The ESOL students S and Y commented:

If the teacher knew Arabic, she would help me in the meaning of some difficult words as there are some words I cannot get their meaning without Arabic.... I wish if there were a translation into Arabic to understand the story as I am not convenient with not understanding the story. I find Arabic helps me to understand and communicate. (Student S, School 1)

If the teacher knew Arabic, she would help me better because she would translate the words to me and she would help me understand the things in my head because sometimes, I just keep reading without paying attention to some words to be able to complete the reading. For example, I have a book which the teacher gave me. I still have it because I keep translating it especially the words that I don't understand like the word "intention". Although it is a small book and has many pictures, it takes me long to understand because I translate it to understand, so it takes me like months. (Student Y, School 5)

Similarly, the ESOL student U expressed his wish that his teacher would help him by translating the questions into Arabic so he can understand the questions better:

If my teacher knew the Arabic language that would really help because sometimes, maybe if I don't understand the question that she was asking ... she could just translate it to me and so I understand it better. (Student U, School 2)

While the ESOL students V and X mentioned that the similarities between some sounds in Arabic and English helped them to read, while the different sounds which are in English but are not in Arabic and vice versa make reading English difficult. This assents to the positive and negative transfer between L1 and L2 that some studies suggest. For example, some studies confirmed the positive transfer between L1 and L2 (see, for example, Ahmed et al., 2018; Mart, 2013; Mizza, 2014; Karaagaç & Paker, 2015; Pan & Pan, 2010; Seid, 2019; Sibanda, 2019), while other studies concluded the negative transfer between L1 and L2 (see, for example, Almoayidi, 2018; Denizer, 2017; Eziafa & Nwaorah, 2014). An ESOL student mentioned, “I found the same words in English and Arabic, like (هَذَا- hatha) which means (this), (هو-howa) which means (He)... It is just we say the word in English different from Arabic.” (Student X, School 3) and another ESOL student stated:

I find some similarities between letters in English and letters in Arabic like A which is (أ) and B which is (ب) but there are also some differences between Arabic and English like (ع) in Arabic doesn't have an equivalent in English and other sounds as well. So, sometimes, I use Google Translate if I don't understand a word to understand it better and I click the button that says it. (Student V, School 2)

However, the ESOL student W illustrated how she tries to link the story she is reading in English with a similar story she has read before in Arabic:

Sometimes, when I read a story, I think about a similar story in Arabic. For example, when I read religious stories, I try to link them with a similar story in Arabic. (Student W, School 3)

It would appear from students' comments that translating the ambiguous English words into their mother tongue helps them to understand better. This may be due to the development of the concepts in children's mother tongue which facilitates learning the new language. This is what Cummins (2001) described as the interdependence or the transference between the languages that the child has. Cummins

suggested that the knowledge and skills that the children have transfer from the mother tongue to the school language.

4.2.1.4 ESOL students' worries about losing their mother tongue

The ESOL students expressed their worries about losing Arabic because of not using or learning it at school. Research reports that language shift occurs within three generations with minority immigrants (see, for example, Fishman, 1991) and mother tongues can be completely lost over two generations (Brown, 2011; Fillmore, 2000). Birdsong (2018, p. 11) attributes L1 loss among some immigrants to little or no use of L1 so “the L2 perforce becomes the dominant language”. Some studies ascribe the attrition of L1 to lack of exposure to it, such as Karayayla and Schmid (2019), Ni and Jin (2020), and Pham and Kohnert (2014). A student depicted his worries about losing his mother tongue:

I love to talk to people in Arabic as I speak like six hours in English so I may forget Arabic, so I'm worried to forget Arabic because if I forget it, then, I wouldn't be able to read Al-Qur'an Al-Kareem. (Student X, School 3)

Adding to that, the ESOL students explained their will and their parents' will to maintain their mother tongue. They reflected how their parents are aware of the importance of maintaining their mother tongue by always encouraging them to use it at home. Losing one's mother tongue can happen surprisingly quickly, if it is not used (Cummins, 2001). Cummins (2001, p. 19) affirms that “Children's mother tongues are fragile and easily lost in the early years of school”. Further, Cummins asserts the importance of maintaining children's mother tongues. He mentions some benefits of maintaining it as it helps develop linguistic advantages not only in the mother tongue but also in the majority school language. Moreover, he warns that if children's mother tongue is degenerated, children's personal and conceptual foundation for learning is

weakened. He also suggests that parents can help their children to maintain their mother tongue by establishing strong home language policy and provide sufficient opportunities to practice their mother tongue in different contexts. The following are some quotes of the ESOL students where they reflect how their mother tongue is important to them and how their parents help them to maintain it:

We speak Arabic at home because it is my home language. Also, my mum wants us to keep speaking Arabic ... not to forget it. My dad texts me in Arabic to help me not to forget it. I wish that Arabic is being taught here because I am about to forget Arabic because I don't study it ... Before coming here I had the chance to speak in Arabic with my classmates during break time, but here I don't have this chance. Also, I was studying Arabic as a subject at school and some other subjects were also in Arabic back in my country. Also, when I use the English-English dictionary, I don't understand the meaning well, but when I translate it, I understand better... My Arabic is getting weaker and my English is getting stronger ... Sometimes, I feel so happy if I meet people who speak Arabic other than my mum and my dad. When I find someone speaks Arabic, I feel like I want to spend like three hours listening and speaking with him. (Student Z, School 4)

The ESOL student X explained that his worries of losing Arabic are due to not being able to read Al-Qur'an Al-Kareem (Al-Qur'an Al-Kareem is the revelation and guidance for Muslims and it is in Arabic), and he mentioned that he spends more time speaking English at school in contrast to Arabic. These findings align with Alsaifi's study (2019) discussed in chapter 2. Student X mentioned:

We speak in Arabic at home. My dad doesn't allow us to speak in English at home and asks us to speak in Arabic to help us not to forget it. I wish that my teacher could speak Arabic because I love to talk to people in Arabic as I speak like six hours in English at school so I may forget Arabic, so I'm worried to forget Arabic because if I forget it, then, I wouldn't be able to read Al-Qur'an Al-Kareem. I speak and read a lot in English, and there isn't a balance between English and Arabic. I need to learn both. I love to learn both. (Student X, School 3)

The ESOL student V enunciated the reason for maintaining Arabic is to be able to communicate with people back in his country. He commented:

I hope to learn Arabic at school so as not to forget it because it's my main language, and if I go back to my country, or any other Arabic country, I can understand what people say. At home, my mum tells us to speak my own language ... because this will help us not to forget it. (Student V, School 2)

The ESOL student W mentioned that her dad is keen to maintain Arabic to enable his children to read Al-Qur'an Al-Kareem:

Yes, I think learning Arabic will help us a lot. My dad is teaching us Al-Qur'an Al-Kareem to be strong in Arabic and not to forget the Arabic language. (Student W, School 3)

It can be argued that some students are aware of the importance of maintaining their mother tongue to maintain their identity. They may be keen to maintain Arabic not only because it is closely related to their religion, Islam, but also to be able to communicate with people back in their country. Their worries about losing their first language may be due to that they will not be able to decode and comprehend Al-Qur'an Al-Kareem.

4.2.2 ESOL teachers' perceptions

The ESOL teachers articulated how mother tongue represents a strong foundation for students that they use to build on their new learning. This goes along with what Cummins (2001, p. 17) states, "Children who come to school with a solid foundation in their mother tongue develop stronger literacy abilities in the school language". He confirms that the foundation of children's future learning is their cultural and linguistic experience in the home. He adds that educators should build on this foundation rather than undermine it. Likewise, Law (2015) concluded that students' siblings and communities play a crucial role in their children's language

acquisition, and therefore, there should be cooperation between educators and families to enable children to acquire competent proficiency in the language. The following are some of the ESOL teachers' comments about how students' mother tongue assists them in learning reading.

The ESOL teacher Joy stressed that the strong foundation in students' mother tongue helps them to transfer knowledge between L1 and L2. She illustrated that the students who know their own language well (listening, speaking, reading, and writing) are able to link the new learning with their own language and therefore they are able to learn easily and quickly. She commented:

The skills students need is about their backgrounds, how well they know their own language so that they can transfer the English to their language in back so they can comprehend what they are learning, so the skill they need is a strong foundation in their own language and I find the ones with a strong foundation of their mother tongue are able to transfer quicker and easier. (Teacher Joy, School 5)

The ESOL teacher explained how mother tongue is considered an important factor for facilitating language acquisition. She explained how the students build their new learning on what they have in their brain. She mentioned:

It's language acquisition...language acquisition states that if you have a better understanding of your own language and know your language, when I go to teach you a new sound or a new word, your brain will automatically go back to the foundation of your language and try to associate or correlate that so that you can then transfer. So your brain builds on your language, your foundation, so if the word "broom" if you don't have the word broom in your language, teachers have to give you visuals, auditory. I need to show you how the broom is used, I will get you to use the word broom in a sentence and you will need to read the word "broom" and just using it once, this will not help the transfer if you don't have that foundation already in your other language. You will have to do that numerous times for your brain to take that file and copy it into your brain...So the mother tongue affects students' reading

tremendously. If they have a sound foundation, they will be able to read better because they have that foundation in their language. (Teacher Joy, School 5)

With reference to how a strong foundation in the mother tongue helps to decode, she mentioned that decoding is easier when there are similar sounds in L1 and L2:

So, I have a word that means "from" in my language so as long as you can transfer it over, the better they would become. Decoding the similar sounds between English and Arabic would be easy for you to transfer that because they are the same sounds that are already in your database. If students are good at their mother tongue, this will help them to learn English. (Teacher Joy, School 5)

With regard to helping students to maintain their mother tongue by encouraging them to embrace their identity and by guiding them to make use of the Arabic books in the school library. She stated:

We even at School 5, we tell them at home speak your language, be proud of who you are and you know if you just want to speak English at school is helpful because you need to keep that foundation going. We do have Arabic books in the library, we show them where they are and they are probably reading them during the first term. We absolutely encourage them to keep speaking their language. It is very important for them to hold on to that. (Teacher Joy, School 5)

Adding to that what the ESOL teacher, Maryam, School 3, commented regarding the mother tongue as the prior knowledge for students. She elucidated that prior knowledge is the students' past experiences that are in their mother tongue. In this regard, Cummins et al. (2012) and Thomas and Colleir (1997) illustrate that to enable students to engage eagerly in reading and writing, instruction should be linked to students' lives by activating their background knowledge which is often encoded in their mother tongue. Furthermore, Rydland et al. (2012) and Ulanoff and Pucci (1999)

reported the strong influence of prior knowledge on L2 reading comprehension and the importance of building ESOL students' prior knowledge in their mother tongue before they learn to read L2 because this helps them to develop their vocabulary. In this regard, the ESOL teacher stated:

Prior knowledge is very much starting with the students' strength in their home language and what students already know, what they like, about their learning in their schools in their home countries. (Teacher Maryam, School 3)

Furthermore, cultural identity is crucial to enhancing students' literacy engagement. This can be accomplished by enabling students to manifest their literary achievements in both L1 and L2 (Cummins et al., 2012). In this regard, the teacher commented:

It is safe in ESOL group here that I like them to be talking in their home language and be helping each other explain and I know I am being successful when I hear another child in the group immediately talk in their home language and explaining what I mean in their home language and that is I think really strong that helps strong cultural well-being. (Teacher Maryam, School 3)

About how the concepts are developed in students' mother tongue which facilitate the new learning and how her school urges parents to maintain their mother tongue, she mentioned:

I think to be able to connect the prior knowledge of vocabulary, but also concepts and the students when I connect the vocabulary the concept development has already developed in their home language. When our deputy principal and head of ESOL met with the parents, we have talked about some important facts. She said to all of the parents, "Please keep your home language strong." And she emphasized it. I also in the middle of the year for ESOL reports, and when I invited parents' interviews, I also said in the interviews to keep your mother tongue strong and keep learning. (Teacher Maryam, School 3)

It would appear from ESOL teachers' comments that there is a strong influence of ESOL students' mother tongue on L2 reading comprehension. It can be

argued that ESOL students' mother tongue may be related to their prior knowledge as their past experiences may be encoded in their mother tongue. Therefore, it seems beneficial to build students' prior knowledge in their mother tongue before they learn reading in L2 because this way helps them to develop their vocabulary and reading comprehension. This could be achieved if ESOL teachers ask ESOL students to read or discuss the reading text with their parents in their mother tongue before reading it in L2.

Overall, ESOL Arab students and ESOL teachers conceded that mother tongue plays an important role in learning reading. The ESOL students reflected how translating reading texts into Arabic and being aware of the similarities and differences between Arabic and English facilitate their ESL learning. ESOL teachers explained the reasons behind this immense role of mother tongue in learning by elucidating how mother tongue facilitates language acquisition, and how students' prior knowledge is encoded in their mother tongue. Both ESOL students and ESOL teachers asserted the necessity to maintain mother tongue, and they described how parents can assist in that.

4.3 Theme 2: Strategies that support learning reading

The ESOL students and ESOL teachers revealed using abundant strategies to decode and comprehend the reading texts. Their perceptions about using these strategies will be displayed in the following section.

4.3.1 ESOL students' perceptions

The ESOL students mentioned different strategies which they use to help them in reading English. They indicated that they use these strategies to understand the meaning of difficult words (linguistic comprehension) and to pronounce words

(decoding). Some strategies that they use are asking their parents, their teachers, or their classmates, using Google Translate, using English-English and English-Arabic dictionaries, dividing words into parts, rereading the text, and guessing the meaning. “Strategies help readers organize and assess textual material, easing the cognitive burden” (Hedgcock & Ferris, 2018, p. 53). Hedgcock and Ferris (2018) describe three types of strategies that help students in learning reading. These strategies are cognitive (e.g., inferencing), metacognitive (e.g., predicting content), and socio-affective (e.g., seeking the meaning of difficult words from a peer). The following are some of the ESOL students’ comments about using different strategies to decode and comprehend the reading texts.

Regarding seeking the meaning of the unfamiliar words, an ESOL student stated:

When I find a difficult word, I usually ask my teacher: "What does this mean?". ... Also, my classmates help me to understand the meaning. Sometimes, I use Google Translate to find the meaning of the words but sometimes the meaning is incorrect. Sometimes, my mum and my dad help me to know the meaning of the difficult words if they know. (Student S, School 1)

Concerning dividing the word into parts, another ESOL student stated:

When I find a difficult word, I try to divide the word into words I know (meaningful parts). For example, the word "impossible" there are two words in it: "im" which normally means not and possible which means something you can do. So I look for the words in it and try to make connections to see what it might mean. (Student T, School 1)

As for using repeated reading, an ESOL student commented:

I try to read it again and again and I try to understand the words. If I don't, I go and ask the teacher; maybe she will help me understand a little bit more. (Student U, School 2)

In relation to using dictionaries, an ESOL student mentioned:

Sometimes, I use Google Translate or dictionaries as this helps me. I have two dictionaries, one is English-English and the other is English-Arabic. (Student W, School 3)

About using guessing the meaning of the difficult words, an ESOL student commented:

I try to guess the meaning first, and to make sure that my guesses are correct... Then, I check with my mum and dad and if they don't know, I search the word on Google Translate. (Student Z, School 4)

The ESOL students' responses indicate that some students know how to use different strategies to find the meaning of the difficult words, such as dividing the words into parts, rereading and guessing from the context, but other ESOL students find it easier to ask the teacher about the meaning when they are at school or asking their parents when they are at home. This implies that they lack the reading strategies. They need to learn how to use reading strategies to improve their reading comprehension.

4.3.2 ESOL teachers' perceptions

ESOL teachers referred to several strategies they use to assist ESOL students in their reading. Some of these strategies are encouraging them to embrace their accent, showing them how to pronounce the English sounds, explicit teaching of irregular sounds, teaching New Zealand colloquial speech, knowing the culture of what is being read, grouping students according to their abilities, practising different kinds of reading, such as guided reading, independent reading, repeated reading, and instructional reading, providing students with visual scaffolding and safe environment, selecting relevant texts, making sure that students make a connection between their prior knowledge and the new learning, and addressing learning styles. Hedgcock and Ferris (2018, p. 113) recommend that teachers should consider what

students know and their needs and abilities (top-down strategies) and what they do not know about L2 linguistic structure (bottom-up strategies) to comprehend the reading texts. Applying these strategies would enhance students' metalinguistic awareness of L2 features which facilitates understanding "how various textual elements interact to create meaning". Therefore, teachers provide students with the basic knowledge about L2 and the practice to assist students to comprehend the reading texts. Fletcher and Nicholas (2016) concluded that students valued being taught by using explicit teaching strategies in a safe and respectful learning environment.

The following are some of the teachers' comments about using the abovementioned strategies.

For encouraging students to embrace their accent, the ESOL teacher, Joy, School 5 stated:

So for me is just embracing that accent and encourage that we are all different and having an accent is what makes you special. (Teacher Joy, School 5)

Regarding helping students in pronunciation, she mentioned:

I will help them if they struggling in pronunciation, I will slow down, I will break the word apart, more practice with word games. I can over-emphasize the sound, so they can hear the sound, so hopefully, they can mimic and copy that sound, and I can also show them where I place my tongue to say that sound because clearly, our tongues go in different positions to say the sounds differently. (Teacher Joy, School 5)

As for using students' prior knowledge and learning styles, she stated:

It is about their exposure and what they are into and how much education they have in their background. Obviously, there are better teaching techniques to be done for students that are learning comprehension. You need to figure out what their strengths are: Are they auditory? Do they like to hear the sounds?, Are they visual? Do they need to see a poster? It goes along with the story obviously, when you make the connection if you're reading a book about a picnic: have they ever had a picnic with

their families? Because that makes a deeper comprehension for their own well being and it goes into their brain, so comprehension comes from their experiences and being able to transfer that and understand the word with that story because as soon as you have me do something or make something along with the story or see something, my brain can then imprint that in its memory and that where deep comprehension comes from. (Teacher Joy, School 5)

With reference to making sure that students make a connection between their prior knowledge and the new learning:

Students build the new learning on their experiences and what they have. Yeah, obviously, as a teacher you need to keep building that and asking them questions and seeing that checking and see if they understand. I can then have you read a story where I expect you to show me your comprehension, so they have to be able to basely tell you back what their connection and what they understand. You might ask them, for example, to summarize the story. (Teacher Joy, School 5)

Concerning selecting the relevant text, she mentioned:

You can share that you can remember that story better if you have a memory in your database to go along with that and also interest, I mean if you have interest if the student is interested in surfing, then I can't handle a book about ducks because that's will not interest them. (Teacher Joy, School 5)

The ESOL teacher's comments show that some effective strategies that could help students to read (decode and comprehend the reading texts) are encouraging them to be proud of their identities and accept that everyone has an accent. Additionally, it is helpful if teachers explicitly teach their students how to pronounce English sounds, especially the sounds that are not in the student's mother tongue. Addressing learning styles of students by, for example, using different visual and auditory resources could help students to link the new learning with their prior knowledge. Choosing texts that represent students' culture is also a good strategy in

helping students to link the new learning with their prior knowledge. This is aligned with the bilingual instructional strategies that Cummins (2005) suggested to raise language awareness and teach for transfer across languages. About the effectiveness of these strategies that make use of students' mother tongue, Cummins states:

These strategies tap into students' preexisting knowledge and enable them to engage with literacy much more quickly and more effectively than strategies that ignore what students bring into the classroom. (p. 590)

The ESOL teacher, Maryam, School, 3 indicated some other strategies to help ESOL students in reading. She stressed how grouping students according to their abilities and needs assist them in their learning, particularly, if they are grouped with a bilingual buddy who shares the same mother tongue. She commented:

I think when their culture well-being and they have support from a bilingual buddy I think that makes it easier for them to be able to learn. (Teacher Maryam, School 3)

Moreover, she emphasized the significance of providing students with a safe environment that embrace cultural well-being. She mentioned:

When we are feeling comfortable and well-supported and secure, then we can do new learning, so cultural wellbeing is really at the heart of our learning. (Teacher Maryam, School 3)

Additionally, she accentuated applying different types of reading to help ESOL students in reading, such as guided reading, repeated reading, and shared reading. She commented:

Also at school, they have their instructional reading group maybe with two or three in a small group with the class teacher. So we have an explicit reading which is the shared reading. We have guided reading which is where they are taking the knowledge and they are guided by a teacher or a teacher aid to be able to find words with letter patterns find the meaning depending on what the skill is that they are

needing to learn and then doing independent reading. Also, we have online reading called Steps Web so that is a game practice of coding. It is very well-designed for ESOL children and that has decoding practice and it is multisensory that is good for independent home and for flipped classroom they can access from home. (Teacher Maryam, School 3)

It would appear from the ESOL teacher's comments that some effective strategies to help students learn reading are to get students in pairs or groups that share the same mother tongue so they can discuss the topic in their first language. This way also provides students with a safe environment that would overcome any anxiety students might have.

In general, both the ESOL students and ESOL teachers used an assortment of strategies to decode and comprehend the difficult words in the reading texts. The ESOL students focused on dividing the words into parts to be able to pronounce them and on asking their teachers, their peers, or their parents about the meaning, and using translation into Arabic to understand the meaning. Similarly, the ESOL teachers mentioned the same strategies that students referred to but they added other plentiful strategies they apply in ESOL classes stressing on explicit teaching of L2 irregular sounds, grouping students according to their abilities and needs, making sure that students make links between their previous experiences and the new learning after activating their prior knowledge, and teaching according to their learning styles.

4.4 Theme 3: Types of barriers that the ESOL students face when they read

The barriers that the ESOL students illustrated are mainly text-based because they are related to decoding and language comprehension. On the other hand, the ESOL teachers mentioned two main barriers, the ESOL students' accent and selecting culturally relevant texts that will be discussed as sub-themes. These barriers will be demonstrated in the following section.

4.4.1 ESOL students' perceptions

The ESOL students expressed different challenges that they face when reading English. The barriers that the ESOL students referred to are mainly text-focused. Most of the barriers are related to decoding words and language comprehension. This concurs with research findings that have reported that L2 learners encounter various barriers in learning ESL and there is a common consensus that the most essential barriers are language comprehension (see, for example, McCarthy, 2015; Robertson et al., 2000; Samuelowicz 1987; Taylor & Ali, 2017; Valieva & Tazhitova, 2019). In this study, some of the barriers that ESOL Arabic-speaking students encountered are the difficulty of technical vocabulary, the difficulty of pronouncing some words, the difficulty of pronouncing long words, the difficulty of grammar, the irregularities of pronouncing some English sounds, and inferencing questions. These barriers that L2 learners face may represent the causes behind struggling with or misreading texts (Hedgecock & Ferris, 2018; McCarthy, 2015). Hedgecock and Ferris (2018) outline what L2 learners need to comprehend a text. They mention that L2 learners need to recognize the words (converting graphic symbols into sound), adequately and accurately know word meanings, and know “the ways in which words denotations and connotations (reference, social, and affective meanings) are similar to or different from corresponding lexical item(s) in their L1” (Hedgecock & Ferris, 2018, P. 92). Technical vocabulary can be a barrier that causes difficulty to L2 learners to understand and communicate (Sharma, 2019). In this regard, an ESOL student commented, “I always find science and maths words difficult” (Student S, School 1). Concerning the difficulty of pronouncing new long words, a student stated, “I always have trouble with the pronunciation of the new long words” (Student T, School 1).

With regard to the difficulty of grammar and the irregularity of pronouncing some sounds, an ESOL student mentioned,

Sometimes I find sentences or words that I have never seen before difficult. For example, I find some sentences complicated because I do not know the grammar. The different pronunciation of the same letters makes reading words sometimes difficult, like pronouncing (ch) in mechanic and chapter. (Student W, School 3)

About the difficulty of the inference questions, an ESOL student commented:

When the teacher asks me indirect questions (inference questions), I find this needs more concentration from me ... not to be distracted, to be able to answer. (Student W, School 3)

It would appear from ESOL students' comments that when they read English, they face barriers in decoding words, particularly, long words and words that include sounds that are not in their mother tongue. Most importantly, it seems that the irregularity of pronouncing some sounds in English is one of the causes of decoding difficulties. Additionally, technical vocabulary in the school subjects, such as Maths and Science are difficult to comprehend and this may be due to less practice of these words comparing to words used in daily conversations. They also encounter difficulties in understanding some sentences due to not understanding some grammar rules and this may be resolved if they are taught grammar explicitly. Inference skills is also one of the barriers that students referred to and this may be due to the lack of students' prior knowledge about the topic they are reading or their lack of understanding some vocabulary or grammar in the text. Another barrier that ESOL students face is reading aloud and this will be explained in theme six.

4.4.2 ESOL teachers' perceptions

4.4.2.1 ESOL students' accent as a barrier

The two ESOL teachers emphasized that ESOL Arabic-speaking students faced two main barriers, their accent and the selection of culturally relevant texts. An ESOL teacher indicated that some ESOL Arabic-speaking students are worried about their accents when they read and they could not produce some sounds appropriately.

The ESOL teacher explained that some of them often feel embarrassed and they need some encouragement from their teachers to embrace their accent. The ESOL teacher's view complies with what Park et al. (2017) concluded in their study where they were investigating the extensive and continuous communication challenges encountered by L2 learners by focusing on accented English. They concluded that accent is a critical factor that apparently affects students' communicative as well as educational success. Additionally, they confirmed that educators should be fully aware of and support students with effective strategies that could assist them in overcoming this difficulty. Regarding the accent as a barrier to students, an ESOL teacher commented:

The only barrier is the accent. They feel that their accent is strong and sometimes that holds them back from possibly wanting to read out loud. They also may not know some of the sounds. Obviously, your language is quite different, but again it depends on if they know how to decode the phonemes of the word, if they have a good exposure, and if they were educated in English which many and most have and they are pretty good at. I had one student who didn't have a very strong stand in their oral language and that student struggled, but you have to break that down to the phonemes, the sounds to create the word and to read the word. (Ms Joy, School 5)

It might appear that some students would not like to read aloud or participate in class because of their worries of not sounding clear enough because of their perception of their accent or of their inability to read like native peers. One strategy could help them overcome this feeling is to make them aware that everyone has an accent in his own language and in the L2 the person is learning. Additionally, students could be encouraged to read aloud if they had the confidence which might be developed by more practice after explicit teaching of how to decode and comprehend the text.

4.4.2.2 Selecting culturally relevant texts as a barrier

The other ESOL teacher affirmed the importance of selecting reading texts that represent students' culture. Additionally, the two ESOL teachers stressed the

necessity of considering students' identities to improve their literacy development. What the ESOL teachers claimed concurs with what Cummins et al., (2012) concluded that teachers can challenge the implicit devaluation of students' language, culture, and identities in the school and wider society by selecting instructional strategies and by connecting curriculum to students' lives and affirming their identities which will result in increasing in students' academic engagement and more accomplishment in English performance. Moreover, some study findings reported that students achieved significantly better results on comprehension measures when the culture represented in the reading text is familiar to them (see, for example, Alptekin, 2006; Lee, 2007).

Concerning the selection of culturally relevant texts as a barrier, an ESOL teacher stated:

One barrier could be the selection of text which actually demonstrates these visuals of photographs from the home country of experiences. I think the first barrier is actually the type of text. We now need to be looking at the type of readers and making sure our readers have multicultural characters and to enable our Arabic speakers to see their culture represented in books. That would be the first barrier. We don't yet have enough readers like that. This will activate prior knowledge and then the text and the decoding will be easier. (Teacher Maryam, School 3)

It would appear from teachers' comments that when students read texts that include a familiar culture to them, this helps them to easily connect to the text and understand it better. This may due to the activation of prior knowledge that happened when students read texts that represent a familiar culture to them. This aligns with the schema theory that states that to comprehend a text, readers are to activate their prior knowledge to make meaning.

In general, the ESOL students described the barriers they encounter as difficulties in decoding and comprehending some words when reading. However, the ESOL teachers highlighted two main barriers, students' embarrassment from their

accent as being different from natives and the difficulty of finding reading texts that represent the ESOL students' culture.

4.5 Theme 4: Techniques, resources, and reading skills as supports to reading comprehension

The ESOL students revealed diverse techniques and resources that benefit them in reading English, such as translating into Arabic by using Google Translate and dividing the long words into syllables to decode them. Basically, the ESOL students resort to these resources and techniques when they encounter ambiguous words that they do not understand or words that they are unable to pronounce/decode. Accordingly, the ESOL teachers demonstrated using the same techniques and resources that ESOL students mentioned confirming diversifying between resources according to ESOL students' learning modalities. However, they added different types of reading skills to support ESOL students to decode and comprehend the texts. The ESOL students need such comprehensive and effective support to overcome the linguistic barriers (Streat, 2017).

4.5.1 ESOL students' perceptions

The ESOL students mentioned some techniques, resources, and reading skills that helped them in reading, such as using bilingual dictionaries, Google Translate, identifying similarities and differences between Arabic and English sounds, breaking down the words and long sentences, writing in mother tongue, writing summaries, getting feedback from teachers, and reading for fun and for getting more information. The ESOL students confirmed that these techniques and resources assist them to decode and comprehend the difficult words.

About using dictionaries, Google Translate, and writing in mother tongue to understand the meaning of the new words, an ESOL student commented:

When I find a difficult word, I think about its meaning, or ask my dad or my mum, or ask my teacher: "What does this mean?" Sometimes, I use Google Translate or dictionaries as this help me. I have two dictionaries, one is English-English and the other is English-Arabic. The ESOL teacher sometimes gives us dictionaries or thesaurus to help us in persuasive writing and speech. The teacher always encourages us to ask when we do not understand saying "Ask, do not be afraid to ask". Sometimes, the teacher asks us to use English-Arabic dictionary (bilingual dictionary) to find the meaning of the words, and also asks us to write in our own language. (Student W, School 3)

With regard to identifying the differences between Arabic and English sounds and translating into mother tongue, an ESOL student mentioned:

I find some sounds in Arabic that are not in English, such as ح, خ, and ط. Also, when I read, I try to understand the meaning by translating it in my head into Arabic first and then try to guess the meaning, for example, "They went to school." If I don't understand the meaning of the word "school", I can guess the meaning as they went to a place. Sometimes, if I don't understand a word while at home, I ask my mum or my dad and at the school, I ask my teacher. (Student Z, School 4)

About the similarities between Arabic and English and bilingual books an ESOL student stated:

I found the same words in English and Arabic like (هذا) this, (هو) He. The same sounds like (ث) in three, the th is (ث). Sometimes, I like to read the stories that have one page in English and the other in Arabic (bilingual books) so I love to learn both at the same time. (Student X, School 3)

Several research findings support that lexical competence is a fundamental component of linguistic competence (Nation, 1999). There is a strong association between successful vocabulary acquisition and successful reading ability (Tamimi & Rajabi,

2018). The ESL learners often resort to apply different strategies to make meaning of the ambiguous words, such as dividing the words into meaningful parts, translating the word into their mother tongue. With regard to breaking down the words and long sentences, an ESOL student stated:

When I find a difficult word, I try to divide the word into meaningful parts. For example, the word "impossible" there are two words in it: "im" which normally means not and possible which means something you can do. So I look for the words in it and try to make connections to see what it might mean. Sometimes, I tried to translate it into Arabic. I normally use Google Translate and I can read the meaning in Arabic. (Student T, School 1)

Several researchers acknowledged the importance and benefits of providing ESL learners with corrective feedback to help them notice the errors and mistakes in their linguistic production and correct them (Gass & Selinker, 2008; Long, 2007). Concerning how getting feedback from teachers help students in reading, an ESOL student commented,

I want her (ESOL teacher) to continue what she is doing with us. The tasks are really helpful but I want her to be with us not to leave us alone answering the tasks. For example, I want the teacher to let us try to answer the tasks alone, then check with us what we understand and what we did not and explain to us what we didn't understand, especially, before we submit our final work because we can benefit from each others' ideas. (Student Z, School 4)

ESL learners read for different purposes, such as for pleasure (reading about their interesting topics), learning new vocabulary to help them understand in class, and acquiring new information about the subjects they are studying. Reading is the key for ESL learners to make meaning of their school subjects and achieving success (Ferris

& Hedgcock, 2018). About reading for pleasure and for getting more information, an ESOL student mentioned:

I read to learn new words and enjoy the story. I love reading because I learn a lot of vocabulary that helps me to understand better in class. It also helps me to answer questions. (Student Z, School 5 and Student W, School 3)

It would appear from ESOL students' comments that using different resources, such as dictionaries, bilingual dictionaries, and Google Translate help them to better understand the meaning of the difficult words. Some beneficial strategies that students making use of is dividing the difficult words into meaningful parts. Learning strategies to understand the meaning of words is useful to L2 students because it may help them to be autonomous learners. Additionally, it would seem that students are aware that reading help them to acquire more vocabulary that they need to participate in answering questions.

4.5.2 ESOL teachers' perceptions

The ESOL teachers outlined numerous reading skills and various resources that support students in their reading. Some of the reading skills that they used were developing more effective decoding strategies and phonological awareness, building students' confidence, developing stronger foundations in the students' mother tongue, exposing the students to English, providing instructional reading, shared reading, interactive reading, repeated reading, reading for critical analysis, independent reading and choral reading, developing the students' inferential reading skills, and the use of Close Technique.

The ESOL teachers confirmed that some ESOL students need some support to decode words because of the irregularity of many English sounds. The ESOL teachers mentioned that they help students by explicitly teaching them the English sounds, stressing how to pronounce each sound and showing them the position of the tongue when pronouncing these sounds, as an example. The ESOL teachers commented:

Reading skills would be decoding at the first level that also includes my students in foundation levels. I do also phoneme or phonological awareness so I do a letter-sound word assessment and that helps determine the level of need for the letter-sound because I think the sound in Arabic is different to English and I think in English we have 44 letter-sounds and the vowel sounds of course. The diphthongs and the letter formations they are not all regular patterns, so even when we teach a decoding-based or coding-based programme there are so many irregular sounds with the vowels and the consonants that needs to be explicitly taught and practiced. (Teacher Maryam, School 3)

I will help them if they struggling in pronunciation, I will slow down, I will break the word apart, more practice with word games. I can over-emphasize the sound, so they can hear the sound; so hopefully, they can mimic and copy that sound. I can also show them where I place my tongue to say that sound because clearly our tongues go in different positions to say the sounds differently. (Teacher Joy, School 5)

The ESOL teachers stressed that when students have strong foundations in their mother tongue; this impacts on their reading in English because this enables the transference between L1 and L2 to happen easier and quicker. An ESOL teacher mentioned:

It is about how well students know their own language so that they can transfer the English to their language in back so they can comprehend what they are learning... so they need a strong foundation in their own language and I find the ones with a strong foundation of their mother tongue are able to transfer quicker and easier. (Teacher Joy, School 5)

Additionally, the ESOL teachers illustrated the importance of the exposure to L2 and strengthening their mother tongue. An ESOL teacher stated:

The more exposure students have in English, and wanting to learn, the easier will be for them to learn and transfer. (Teacher Joy, School 5)

Moreover, they stated different reading skills that they get ESOL students to practice to improve their literacy starting from decoding as a first level and moving to the language comprehension through different reading skills, such as inferential skills and critical analysis. An ESOL teacher commented:

So decoding is the first level and the next level where students become more proficient is also the purpose of the reading, to try to communicate meaning so we are breaking the meaning and talking and the communication of the meaning. Then, inferential skills which are reading between the lines. A word may suggest a specific meaning. We need to be able to teach idioms and colloquial speech in New Zealand and the third level of reading is critical analysis and is that we need to have use the oral language functions which we teach explicitly, such as describing, recounting, responding, instructing, explaining, persuading and negotiating. (Teacher Maryam, School 3)

Moreover, the ESOL teachers explained various resources that they use to support their students in learning reading, such as bilingual visual dictionaries, bilingual buddying, visuals, TV, games, word cards and Google Translate. The ESOL teachers mentioned that they use these multiple resources to communicate the meaning of the new words to students. Using such resources helps to introduce meaningful input to students and to make use of their mother tongue as the foundations to build on. This goes along with what Cummins (2005, p. 589) elucidates about the facilitation of, “cross-language that can happen when L1 is legitimated in the main stream classroom”. The ESOL teacher confirmed the importance of using appropriate resources that match students’ learning modalities. This is because there are individual differences between students and each student has his/her own preferred learning style. For example, there are students who understand better if they watch a video, so they are considered visual learners. While other

students prefer to hear, so they are considered auditory learners. Concerning using some of these resources, an ESOL teacher mentioned:

It is again individual basis. Many times I use visuals, I use the TV, so we first pull out the vocabulary of the story we are about to read. Students have to write the word in their book, in their own language, and they have to write it in English and then I show them a picture and I can also translate for them because when they see the translation they say "Oh, that's what you were talking about", and they write the word and they can draw the picture. So the TV is an amazing tool, we use games; I use word cards, whatever it takes for the student to learn that content. Again, it is individual; you need to find out what their modality: Are they auditory? Do they like to talk? Do they like to see it?, Do they like to sing it? Do they like to build it? So you have to find that and use that within the lesson at least once in that week. (Teacher Joy, School 5)

About using translation to students' mother tongue, the ESOL teacher stated:

I use translations all the time. My TV is on all the time and I have my computer always with me so I can do Google Translate and I ask them: "Is that the correct translations?" for example: "Is this a broom?" and I show them a broom. When I have the item, I try to show it but technology is great now because you can just go and Google it and type it in and students shout "Oh, I get it". (Teacher, School 5)

Regarding the importance of showing visuals to students who are not able to read their mother tongue, an ESOL teacher mentioned:

Sometimes, the transfer is harder and longer. So they take longer to process and they take longer to be able to do the activity or to get them to understand so that's why visuals are so important, obviously visuals are universal language, the pictures. I use a lot of pictures, a lot of things and I have them to write a sentence so we talk about it. (Teacher Joy, School 5)

About using bilingual visuals and bilingual dictionaries, an ESOL teacher commented:

Yes, there are the 26 visual vocab. charts and it's based on a resource called "All About Me". I actually have All About Me for one of my students um ... he has the same book at home so begins with his culture. This would be a visual dictionary for foundation A. The school also has Arabic dictionaries. We have three different Arabic dictionaries and so when students are new I give them, and these (26 charts) has gone home so the parents have a copy to connect and help practice at home. (Teacher Maryam, School 3)

ESOL teachers' comments indicate that they are making use of several techniques and resources to help students decode and comprehend texts. This shows the awareness of the ESOL teachers of the importance of using various techniques and resources that meet the ESOL students' learning styles and needs. This helps transfer between L1 and L2 to happen.

Overall, the ESOL students and ESOL teachers illustrated that they benefit from diverse resources that help them to decode and comprehend the reading texts, particularly, resources that can make use of the students' mother tongue, such as bilingual dictionaries and audio-visual resources.

4.6 Theme 5: Time and difficulty of the reading text

The ESOL students revealed that there is a correlation between the number of ambiguous words in the reading text and the time they need to comprehend. They conveyed that the more difficult words in the reading text, the more time they need to comprehend. Nonetheless, they highlighted that they do not need extra time when they read topics of their interests.

4.6.1 ESOL students' perceptions

The ESOL students indicated that the need for more time in reading depends on the difficulty of the reading texts. They mean by difficult texts, any texts that have new or ambiguous words. On the contrary, if the words in the reading text are familiar

to students, they read and understand it quickly. Furthermore, the ESOL students indicated that if the reading text is interesting to them, they would not need more time to understand it and they like to be engaged in reading it. This goes along with what Fulmer et al. (2015) concluded in their study that if students are given the opportunity to express their text preferences, increased text difficulty can support engagement and transfer. In this regard, a student commented, “If I read non-fiction, I need more time to read and understand it but if it is about astronomy, I find it easy as I love to read a lot about astronomy”. (Student W, School 3)

The causes behind the need for more time when reading difficult texts is that when students try to understand the new words, they read and reread many times to guess the meaning from the context. About using this technique, an ESOL student commented:

It depends on the difficulty of the text. If it is an easy one that has familiar words for me, I would read it easily in short time. However, it could be a short text but has many unfamiliar words, so it would take much time to understand it. I usually reread and think about the meaning of the word, ask my classmates, ask my teacher, or use Google Translate to find the meaning. (Student W, School 3)

Another ESOL student commented that what makes the reading text difficult for him is the technical vocabulary that are unfamiliar to him, so he needs to divide these words into parts to understand the meaning. He mentioned:

I am quite fast at reading but if words like seven letters, long names that I don't understand or words from old ages stuff (history) or science (technical words), I need to try to divide these words into pieces (parts) to understand it. So it depends on the difficulty of the text. If I know the words, it will not take much time but if the words are difficult for me, I need much time to read them again. (Student V, School 2)

The ESOL students indicated that they need more time to read if they are trying to answer indirect questions or inference questions (e.g., the message that the author wants to convey) unlike questions that are asking about specific details. They stated that these types of questions need more time, more concentration and rereading from them to be able to answer. An ESOL student mentioned, “When the teacher asks me indirect questions (inference questions), I find this needs more concentration from me and not to be distracted to answer them”. (Student W, School 3)

Generally, the ESOL students expressed that the need for more time to read depends on the difficulty of the reading texts.

It would appear that ESOL students may tend to spend more time on reading texts that include unfamiliar words because they need to use different strategies to understand the text, such as repeated reading or using different resources to find the meaning of the new words. Their ESOL teachers need to consider giving ESOL students enough time when the reading text is challenging.

4.7 Theme 6: Dislike of reading aloud for being embarrassed

In the following section, a discussion of why ESOL students do not prefer to read aloud will be presented.

4.7.1 ESOL students’ perceptions

The majority of ESOL students conveyed that they dislike reading aloud (to read in front of the whole class or large groups). They revealed that the cause behind this is that they would get embarrassed if they mispronounced a word and consequently their classmates would laugh at them. In her study, Merga (2017, p. 338) found that, “embarrassment and fear clouded the prospect of reading aloud when

children in this study lacked the confidence and skills to read well”. An ESOL student commented:

Sometimes, I find some words that are difficult in pronunciation. ... If the teacher asks me to read in front of the class, it is really hard. For example, yesterday, I was to read in front of the class, I found it tough because there was a name I could not pronounce although I pronounced it before but I forgot, so I mispronounced it and my classmates laughed at me. Then, the teacher corrected me. So I prefer not to read in front of the whole class. If I feel confident that I can read the text, then I welcome reading in front of the class. (Student S, School 1)

Even ESOL students who think they are more capable in reading prefer not to read in front of the whole class, but it is fine with him to read in front of a small audience.

An ESOL student mentioned:

I do not have that much at reading. I am pretty good at reading. I always have trouble with the pronunciation of the new long words. If I would read in front of a small audience, it is fine but in front of the whole class, sometimes, I struggle because if I got a word wrong or if I mess up in front of the whole class, my classmates would laugh at me. (Student T, School 1)

The small audience he referred to could be available in ESOL classes and this is what an ESOL teacher confirmed that in ESOL class, there is a safe environment for students to read and discuss. This safe context assist student to overcome their anxiety as it protects students from “psychological or emotional harm” (Holley & Steiner, 2005, p. 50). Another ESOL student commented:

If the teacher asks me to read in front of the whole class, this is somewhat difficult, but I can do it if I imagine that there is nobody listening to me. It is difficult because I may mispronounce a word. But if I read in Arabic, I would not mind because I know Arabic very well. You know, some students are shy and do not like to read in front of the whole class. (Student W, School 3)

However, another ESOL student indicated that he is confident to read aloud but when being corrected by his classmates, he felt bad. He stated:

When I find words that I cannot say, I take my time to say it for myself first, and then I read it aloud. I am confident to read in front of the class and if I mispronounce a word and my classmates correct me, I do feel bad. (Student Z, School 4)

In the same context, the ESOL students communicated that other causes behind dislike of reading aloud are related to their being shy and the need for more time. An ESOL student commented:

Because I am somewhat sensitive, I do not like to be under the spotlight and many people are staring at me as this makes me scared. Also, sometimes, I need more time to read the text. When I try to read fast like my classmates, I miss some important words or ideas. (Student S, School 1)

Most of the ESOL students disclosed that they always need more time to read the text at their own pace because if they read faster, they miss important ideas in reading. An ESOL student mentioned:

Sometimes, I think I need more time because most of the words I don't understand and when I feel that time is about to finish, I rush the whole thing to get as much work as I can. (Student U, School 2)

However, another ESOL student explained that it is not lack of time that causes difficulty for him but because English is not his main language and he did not learn it when he was a kid like Arabic. He commented:

It's not lack of time. It's because English is not my main language, but Arabic I started learning it as a kid. As a kid, you can learn better than when you are an adult. Sometimes, if I don't understand what I am reading, I need more time to read it again. (Student V, School 2)

It would appear that if students were confident about their pronunciation, they would be engaged in reading aloud. Teachers might help students to build their confidence by explicitly teaching them how to pronounce the different English sounds, getting students to have much exposure to L2, and getting students to practice more reading after they learn decoding and comprehending the text.

Overall, ESOL students do not prefer to read aloud, primarily, for one reason which is being embarrassed in case of mispronouncing words when reading. This finding aligns with what Parkhill and Fletcher (2008) found as one of the barriers that Asian students face when reading English.

4.8 Theme 7: Learners' needs to improve their reading

ESOL students highlighted various personal needs to develop their reading. These needs will be illustrated in the following section.

4.8.1 ESOL students' perceptions

The ESOL students indicated different needs that would support their learning to read. Some of their needs are the need to choose the story by themselves, to read simple interesting stories, to read alone, to read at home and discuss at school, to have more challenging reading tasks, to make speeches, and to have open discussion to benefit from each others' ideas. Obviously, when the reading material caters to students' interests and needs, the students benefit more from it and they are deeply engaged in reading this material (Hedgcock & Ferris, 2018).

An ESOL student expressed his preference of selecting the reading material by himself by mentioning:

I find reading fun and I enjoy reading. I want the teacher to choose more interesting stories. I prefer to choose the story myself as this is more fun for me. (Student Y, School 4)

In relation to the need to read alone and selecting simple interesting stories, an ESOL student stated:

The teacher usually reads with me when I read, but I prefer if the teacher lets me read alone. Once, the teacher picked me to read in front of the whole group and one of my classmates was reading at the same time and this made me confused so I stopped reading. Reading simple stories that are about sports or comics would help me in improving my reading. (Student S, School 1)

As for the need to read at home and discuss at school, an ESOL student mentioned:

If the teacher gives us some homework in reading, like go and read the text and then come the next day and then we start looking at it together and explaining it. (Student U, School 2)

Regarding the need to have more challenging reading tasks, an ESOL student commented:

The teachers can help us by giving us more challenging tasks, and difficult words to enlarge our vocabulary to improve our English. Also, they can teach us grammar. Using pictures and planners is helpful. (Student W, School 3)

Concerning the need to make speeches, an ESOL student stated, “I want her (the teacher) to ask us to make speeches ... I want her to bring more challenging texts, to be able to know more. (Student X, School 3)

With reference to the need to have an open discussion, a student mentioned:

I want her (the teacher) to continue what she is doing with us. The tasks are really helpful but I want her to be with us not to leave us alone answering the tasks. For example, I want the teacher to let us try to answer the tasks alone before we read together and check with us what we understand and what we did not and explain to us what we didn't understand, especially, before we submit our final work because we can benefit from each others' ideas. (Student Z, School 4)

It would appear from students' comments that students' reading would be strengthened if their needs in reading were met. For example, if student were to choose the topics that are interesting to them, they would be more engaged in reading.

Generally, each one of ESOL students disclosed his/her own need to enhance his/her reading. However, they all agree on choosing topics that meet their interests and needs.

4.9 Summary

Overall, the abovementioned discussion of the seven themes that emerged from ESOL students' and ESOL teachers' data refer to similarities between the perceptions of both ESL Arabic first language students and teachers of reading ESL. However, due to teachers' long years of experiences and having richer language experiences than students, they demonstrated far more strategies, techniques, resources that support students in learning to read than students did. Furthermore, they not only explained what they use in their classrooms to support students, but also they elucidated how and why.

Both ESOL students and ESOL teachers agreed on the beneficial role of students' mother tongue in learning reading. The ESOL students confirmed how translating ambiguous words into their mother enabled them to fully understand the meaning. The ESOL teachers explicated how mother tongue is the foundation for ESOL students that their learning is built on. They also acknowledged the significance of using various strategies, techniques, and resources that assist students to decode and comprehend the reading texts.

However, the ESOL students viewed the barriers they encounter as difficulties in decoding and comprehending some words when reading, but the ESOL teachers

highlighted two main barriers, students' embarrassment from their accent and the difficulty of finding reading texts that represent the ESOL students' culture. The ESOL students expressed that they do not like to read aloud and feeling embarrassed by laughter or comments from their peers and they did not attribute this to their accent, but rather mispronunciation of a word. Embarrassment at being laughed at by their classmates when they mispronounce words often meant that the students would not read aloud to the whole class. Yet, one of the ESOL teachers explained that students' embarrassment of their accent is the reason for their negativity towards reading aloud to large groups or the whole class. However, this was not so evident when the students were in a withdrawal teaching space with other ESL students.

The ESOL students pointed out that they need more time to read texts that include new words because they need to guess, read and reread to understand. Additionally, they featured different needs to improve their reading highlighting choosing topics that are related to their interests. The next chapter focuses on the implication of the findings and recommendations for further studies.

Chapter 5

Conclusion

In this research, I set out to investigate the perceptions and experiences of ESOL Arabic mother tongue students in reading English in New Zealand primary schools, who were ten to thirteen years old and those of their ESOL teachers. I wanted to understand the enablers and challenges that these students experience, and their strengths and weaknesses when they make use of their mother tongue when they learn to read English. Identifying the supports and barriers that those students face when learning to read English may help to provide them with effective reading comprehension strategies. If these students are supported with efficient reading strategies, this would positively impact their learning. This is because reading is the key skill for achieving academic performance in the different school subject areas.

To examine the supports and barriers that ESOL students face when learning to read English and to understand how their mother tongue (Arabic) facilitates or hinders their learning to read, I adopted the qualitative approach to collect and analyse the data. I collected data using semi-structured interviews with eight primary school ESOL Arabic mother tongue students and two ESOL teachers. Coding was used to identify the emergent themes from the data.

5.1 Summary of the findings

The key findings of this study as discussed in chapter 4 show that there are similarities between the perceptions of both ESOL students and ESOL teachers concerning the supports in reading English. However, they conveyed different views regarding the barriers that ESOL students encountered when they read English.

As for the supports, due to the ESOL teachers' long years of experiences and richer language experiences than the ESOL students, they demonstrated far more strategies, techniques and resources that support these students in learning to read than discussed by the ESOL students. Furthermore, they not only explained what they use in their classrooms to support the ESOL students, but also they elucidated how and why. For example, they highlighted teaching the ESOL students numerous reading skills and using various resources that support them in their reading. Some of the ideas that the ESOL teachers mentioned included some methods that they normally teach and others that they thought might benefit the ESOL students. Some of the methods that the ESOL teachers normally teach are developing more effective decoding and phonological awareness strategies, providing ESOL students with greater exposure to L2, providing instructional reading, shared reading, interactive reading, repeated reading, reading for critical analysis, independent reading and choral reading, developing students' inferential reading skills, and using the Close Technique. The other methods that ESOL teachers thought might be useful for the children to develop their reading are building students' confidence, and developing stronger foundations in students' mother tongue. They also confirmed that the ESOL students need some support to decode words because of the irregularity of many English sounds (e.g., the letters (ch) in some words are pronounced /k/ as in the word (character), but in some other words are pronounced as /tʃ/ as in the word (chapter)). They mentioned that they help those students by explicitly teaching them the English sounds, stressing how to pronounce each sound and showing them the position of the tongue when pronouncing these sounds.

Similarly, the ESOL students mentioned some supports that benefit them when they learn to read English. They explained that they use some strategies, such as

dividing the words into meaningful parts, rereading, guessing, asking their teachers, their peers or their parents, and translating the words into their mother tongue by using, for example, Google Translate or bilingual dictionaries.

Moreover, both the ESOL students and the ESOL teachers agreed on the beneficial role of students' mother tongue in learning reading. The ESOL students confirmed how translating ambiguous words into their first language makes them feel that they have a better understanding of the words. Furthermore, they explained their worries of losing their mother tongue expressing their wish to find solutions to help them maintain it. The ESOL students communicated that they are worried of losing Arabic because they want to be able to communicate with people in their home country when they return back. The Muslim students added that their worries of losing Arabic is due to the close relationship between Arabic and reading their holy book (Al-Qur'an Al-kareem) because Al-Qur'an Al-kareem is in Arabic. The ESOL teachers explicated how building a strong foundation in students' mother tongue helps them to transfer knowledge between L1 and L2 quicker and easier. They also elucidated how students' background knowledge is encoded in their mother tongue. Briefly, the ESOL teachers explained the important role of students' mother tongue in facilitating L2 acquisition.

With regard to the barriers, the ESOL students explained the barriers that they encounter when reading English as difficulties in decoding, comprehending some words, and most importantly, their dislike of reading aloud in front of the whole class, particularly when they are uncertain of their ability to read the text well. They expressed that they found difficulties in pronouncing some English words, particularly long words, and also they experienced some difficulties in understanding the meaning of some new words.

On the other hand, the ESOL teachers highlighted two main barriers: students' embarrassment from their accent and the difficulty of finding reading texts that represent ESOL students' culture. In contrast, the ESOL students did not attribute their dislike of reading aloud to their accent, but rather to their worries about mispronouncing a word. Embarrassment at being laughed at by their classmates when they mispronounce words often meant that the students would not read aloud to the whole class. However, this was not so evident when the students were in a withdrawal teaching space with other ESL students (e.g., ESOL classroom).

Another key finding was that the ESOL students pointed out that they need more time to read texts that include new words because after they decode the words they need to guess, read and reread to understand. This is also the case with L1 students but L2 students may encounter more new words than L1 students. Additionally, they explained different needs that would improve their reading highlighting choosing topics that are related to their interests. They conveyed that they benefit more from books or stories that they choose to read by themselves. Some other needs they referred to were reading alone, reading simple interesting stories, and reading challenging texts. The ESOL students indicated that if these needs are met, they would be more engaged in reading and they would gain more benefits from reading.

5.2 Implications of the study

This study may have some implications to multiple audiences, such as educators, ESOL teachers, ESOL students, and the Ministry of Education in New Zealand. The findings provide educators with the views of ESOL teachers and ESOL students about the potential supports and barriers that impact ESOL students when

learning to read. This may help further inform educators on ways to improve learning outcomes for the ESOL students. For example, they can take into their consideration the strategies that acknowledge the students' mother tongue in learning to read. Consequently, consider effective ways to help L2 students maintain their mother tongue.

ESOL teachers can assist ESOL students in learning to read if they are aware of the importance of enhancing their knowledge about students' mother tongue and culture. This does not mean that teachers are to become experts in and know every single aspect about their students' first languages and cultures, but that teachers consider implementing effective and useful strategies to help students who have different first languages and cultures engage. For example, this study findings support the strategies that teachers have been implementing to know their learners and acknowledge their language and cultures, such as showing empathy towards their students' culture, asking children about their culture, allowing them to bring their own books that represent their culture, and having a range of objects/symbols around the classrooms to show the diversity inside the classroom. Teachers could arrange cultural days where children could represent their cultures in several ways, such as preparing speeches or drama scenes about some aspects of their culture including their mother tongue. Another good strategy is to allow children's parents to recommend first language readings during selected free reading periods.

To assist L2 students to maintain their mother tongue and overcome their worries of being embarrassed of their accent, one suggested solution could be if schools could implement the idea of (Languages Club) in which students with the help of their parents voluntarily teach their mother tongue to the interested students

after school time. This may achieve two purposes: may maintain the mother tongue of L2 learners and may overcome the feeling of embarrassment of having a different accent. This way may explicitly and implicitly help students to build their confidence towards their accent (different way of pronouncing some sounds) and will convey that as everyone has an accent in his/her L1, also has an accent in an L2.

Based on the findings of this study discussed in chapter 4 and the related research findings discussed in chapter 2, if teachers in New Zealand primary schools could be aware of the key differences between English and Arabic languages that cause some errors to the ESOL Arabic mother tongue students and generally explain the differences between the two languages, or use the help of teacher aid or parents of those students, this would help students in their understanding of L2. In other words, teachers who are teaching the ESOL Arabic mother tongue learners need to be aware of the English sounds that are difficult for those students, such as pronouncing certain English consonant sounds (i.e., /p/, /d/, /v/, /tʃ/, /ʒ/, /ŋ/), centering diphthongs sounds ending in /ɪə/, /eə/ and /ʊə/ sounds, closing diphthongs sounds ending in /eɪ/, /aɪ/ and /ɔɪ/ sounds and closing diphthongs sounds ending in /əʊ/ and /aʊ/ sounds, and the different representation of vowels between Arabic and English. If teachers could give more practice to the ESOL Arabic mother tongue students to pronounce these sounds clearly, and enhance their confidence, this may help students not to be embarrassed when reading aloud.

Additionally, those teachers need to be aware of the causes of the negativity of those students towards reading aloud and participating (e.g., asking questions, answering questions, discussing) in class as most of the children who participated in this study, whether relatively new comers to New Zealand or New Zealand-born

students, confirmed their dislike of reading aloud in front of large groups and the reason was the same among all of them, “I may mispronounce a word and my classmates will laugh at me.” And “I get nervous to ask about something in front of the whole class, so I ask her (the teacher) after the students leave the class to avoid students' laughing at me if I mispronounce a word.”

If teachers with the help of the teacher aid (e.g., Arabic-speaking teacher) or children's parents assist students to be aware of the differences of sentence structure between Arabic and English, as an example, the ESOL Arabic mother tongue may better comprehend the meaning of the sentences. Most importantly, if the schools help students to maintain their mother tongue by teaching it during or after school time by the help of teacher aid or parents, this would have a great impact on students' learning. This is important because the ESOL students expressed their worries of losing their mother tongue due to not learning it at school as compared to their home country. Enabling the ESOL students to build strong foundation in their mother tongue will facilitate activating their prior knowledge and building on it. As a result, teachers could teach students how to use their background knowledge to learn English. Furthermore, dual books or bilingual books are considered good recourses that students expressed how they enjoy reading in the two languages, English and Arabic, and learn both at the same time through reading these books. The web-site of the Ministry of Education in New Zealand has plenty of resources that teachers could make use of. It would be so beneficial for the ESOL Arabic mother tongue students if this web-site could provide dual books in Arabic and English.

In light of the study results, there are some suggested strategies that could assist L2 learners in decoding and language comprehension. There are also other

suggested strategies that could help L2 learners maintain their mother tongue and overcome their worries of feeling embarrassed of their accent.

For example, one of the effective strategies that could be taught to students is to ask them to compare between the syntactic and semantic features of their mother tongue and English in terms of phonology (e.g., phonemes), morphology (e.g., words), spelling, sentence structure, grammar, and idioms, as an example. Another strategy that might be useful for L2 learners in helping them read English is to ask them to read and write about a topic of their interests in their mother tongue and English and create their own bilingual/dual books with the help of their parents or a teacher aid who knows their mother tongue. Another strategy could be to ask L2 students to teach their classmates some aspects of their language, for example, by involving students to learn a culture aspect of an L1 (e.g., cook a traditional food) and L2 students use their mother tongue while teaching their peers.

5.3 Limitations of the study

Due to the relatively small sample size of this study that included eight ESOL Arabic mother tongue students and two ESOL teachers who were from five schools and were purposively selected, the findings cannot be generalized across the wider population. The results could be specific to those schools. Nevertheless, the study findings may provide an insight into the perceptions and experiences of ESOL Arabic mother tongue students and ESOL teachers of learning reading.

This study has some limitations. One is that I could have asked different questions and tried different strategies to access information. For example, I could have asked the ESOL students deeper questions about what they think are effective ways to make use of their mother tongue and their culture in learning to read and how

to avoid embarrassment when reading aloud. This is because their responses in the interviews were focused on the importance of their mother tongue to them and their dislike of reading aloud.

In this study, I collected data using semi-structured interviews, in which the ESOL students and teachers expressed their thoughts; and to make sure that what they conveyed represents what is actually happening in the classrooms, I could have used different methods to collect data, such as classroom observations. However, as being an Arabic mother tongue learner, I could look at the research questions with a strong contextual knowledge. Furthermore, as a newly arrived immigrant to New Zealand, I only have a developing understanding of the New Zealand curriculum and the teaching practices of New Zealand teachers. Therefore, I think further observations and readings in this area will further enhance my own knowledge.

5.4 Recommendations for further research

Due to the limited time of this study and the apparent dearth that focus on ESOL Arabic mother tongue students in New Zealand public schools, there is a number of important issues that could be considered for future studies. A useful research study may investigate the effective strategies that could be taught to first language students to make use of their prior knowledge to learn English in and outside of schools with the help of students' parents. For example, this future study could examine the effectiveness of asking L2 students to find the similarities and differences between their mother tongue and English in terms of syntactic, semantic, and pragmatic features. The study could investigate the effectiveness of getting L2 learners to create their own dual books based on topics of their interests. Another strategy that the study could explore is the effectiveness of getting L2 learners to

teach their classmates (who are interested to learn the language) some aspects of their mother tongue.

The future study could also investigate the effectiveness of explicit teaching of phonics in improving phonological awareness and decoding to L2 learners and the effectiveness of teaching repeated reading on enhancing comprehension.

It is necessary for this future study to explore the perceptions of larger and more diverse populations of first language students, their parents, and teachers about these effective strategies. This is because the larger and diverse study sample may lead to comprehensive conclusions and the findings could be generalized, as a result. For example, this study focused on eight ESOL Arabic mother tongue students in years 5-8 primary schooling and two ESOL teachers, but other studies may include larger populations from different first language students, parents, and teachers. Additionally, this study focused on how Arabic as a mother tongue helps students in their learning to read, and to better investigate the role of mother tongue, this future study can focus on other first languages in New Zealand context. This study did not explore the perceptions of children's parents, but future study can take that into account due to the important role that parents can play in maintaining students' mother tongue.

This future study may examine what skills (e.g., decoding skills, language comprehension skills or both) that could be enhanced by using different reading strategies that ESOL students reported that they benefitted most. For example, it may examine the impact of using bilingual buddying, bilingual books, using various resources (e.g., bilingual dictionaries, TV, games), on phonological awareness, vocabulary, grammar knowledge, and background knowledge.

It may explore if students' being embarrassed of their accent impact their learning (i.e., their participation in class, reading aloud) and what effective strategies teachers and students may implement to overcome this challenge. A study like this could provide evidence as to how teachers can better work with first language ESL students.

Appendix A: Human ethics approval letter



HUMAN ETHICS COMMITTEE

Secretary, Rebecca Robinson
 Telephone: +64 03 369 4588, Extn 94588
 Email: human-ethics@canterbury.ac.nz

Ref: 2020/41/ERHEC

7 October 2020

Khadra Alazrak
 School of Teacher Education
 UNIVERSITY OF CANTERBURY

Dear Khadra

Thank you for providing the revised documents in support of your application to the Educational Research Human Ethics Committee. I am very pleased to inform you that your research proposal "The Perceptions and Experiences of Arabic Mother Tongue Students in Year 5 to 8 Primary Schooling in New Zealand When Learning to Read in English As A Second Language" has been granted ethical approval.

Please note that this approval is subject to the incorporation of the amendments you have provided in your emails of 18th September and 7th October 2020.

Should circumstances relevant to this current application change you are required to reapply for ethical approval.

If you have any questions regarding this approval, please let me know.

We wish you well for your research.

Yours sincerely

pp. *R. Robinson*

Dr Patrick Shepherd
 Chair
 Educational Research Human Ethics Committee

Please note that ethical approval relates only to the ethical elements of the relationship between the researcher, research participants and other stakeholders. The granting of approval by the Educational Research Human Ethics Committee should not be interpreted as comment on the methodology, legality, value or any other matters relating to this research.

F E S

Appendix B: Information sheet and consent form for Principals

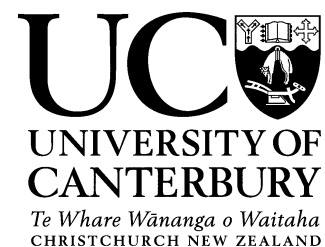
College of Education, Health and Human Development

Telephone: +6433693389 Extension: 93389

Email: kaa80@uclive.ac.nz

Date: (to be confirmed)

ERHEC REF: 2020/41/ERHEC



The Perceptions and Experiences of Arabic Mother Tongue Students in Years 5 to 8 Primary Schooling in New Zealand When Learning to Read in English As A Second Language

Information Sheet for Principals

My name is Khadra Alazrak, a Master of Education student. I am completing a study which will investigate the perceptions and experiences of Arabic mother tongue children in years 5 to 8 primary schooling in New Zealand when learning to read in English as a second language. The study will identify some of the barriers and supports that those children face when they learn to read.

Your school was purposively selected as it has Arabic speaking children. You have been approached to identify 8 Arabic speaking children and 1-2 ESOL teachers who preferably teach the selected children in your school to take part in this study. I seek your approval to give the eight children, their parents, and the ESOL teachers the information sheets and the consent forms.

Data will be collected through children's reading work samples and semi-structured interviews with children and ESOL teachers.

If you choose to recruit children and teachers from your school to take part in this study, the involvement for this project is that they will be interviewed for approximately 20 minutes. The interview will be transcribed and they will be sent a copy of the transcription to check if it accurately reflects their opinions.

There is a possible risk that you may be able to identify what your teachers at your school have said in the quotes used in my thesis, articles and/or conference presentations. Therefore,

I seek your assurance as principal, that your teachers who participate in this research will not be affected in their standing at your school in any way by their comments within the research findings. All information going back to the principals and other teachers taking part in the research will be anonymous and will be summarised across different schools at the end of the full study.

Participation by the children and the teachers is voluntary and they have the right to withdraw at any stage without penalty. They may ask for their raw data to be returned to them or destroyed at any point. If a child or a teacher withdraws, I will remove information relating to them. However, once analysis of raw data starts in February 2021, it will become increasingly difficult to remove the influence of that child's or teacher's data on the results.

I would like to assure you that all information provided will be treated completely confidentially. To ensure confidentiality, pseudonyms and numbers will be used so that no comments can be traced back to any individual. All information going into the summary for the participants will be anonymous and will be summarised at the end of the study.

The results of the project may be published, but you may be assured of the complete confidentiality of data gathered in this investigation. To ensure confidentiality, the children and the teachers will be categorized as Teacher 1, School A, etc., Child 1, School A, etc. to ensure confidentiality. A table will include the gender of the teacher and years teaching in ESOL programmes. The school will be outlined in regards to size of the school roll, SES status, ethnicity percentages as reported by the latest ERO report on the school.

All data will be securely stored on a secure password protected university server for five years following the research and then deleted. Any audio recordings will be uploaded to secure files on the UC server as soon as possible, and then deleted from the recording device.

A thesis is a public document and will be available through the UC Library. The results of the study may be published, and reported internationally at conferences and in educational journals or theses but you may be assured of the complete confidentiality of data gathered in this investigation. Non-identifiable data will be used in this research. To ensure confidentiality only my supervisory team and me will have access to the raw data. You will be able to receive a summary report on the findings of the study at the conclusion of the research.

If you have any questions about the research, please contact Khadra Alazrak:

Kaa80@uclive.ac.nz

The study is being carried out for my Master of Education thesis under the supervision of Associate Professor Jo Fletcher, who can be contacted at jo.fletcher@canterbury.ac.nz, and Dr Chris Astall at chris.astall@canterbury.ac.nz. They will be pleased to discuss any concerns you may have about the participation in the study.

This research project has received ethical approval from the University of Canterbury Educational Human Ethics Committee, and that you should address any complaints to:

The Chair

Educational Research Human Ethics Committee

University of Canterbury

Private Bag 4800

Christchurch

E-mail: Human-ethics@canterbury.ac.nz

If you agree to participate in this study, please complete the consent form, scan and email me at Kaa80@uclive.ac.nz

Please indicate on the consent form if you would like to receive a copy of the results and/or a summary of the results from this project.

Best Regards

Khadra

Phone: 03 369 3389 Extension: 93389

Email: kaa80@uclive.ac.nz

College of Education, Health and Human Development

Telephone: +6433693389 Extension: 93389

Email: kaa80@uclive.ac.nz



**The Perceptions and Experiences of Arabic Mother Tongue Students in Years 5 to 8
Primary Schooling in New Zealand When Learning to Read in English As A Second
Language**

Consent Form for Principal

- ☐ I have read and understood the information sheet, I understand the full explanation given about this research, and I have been given the opportunity to ask questions.
- ☐ I agree that my students and teachers can take part in the research if they wish to.
- ☐ I understand that the researcher will interview the ESOL teachers and Arab ESOL children and the researcher will revise some of the children's reading work samples.
- ☐ I understand that children's and teachers' participation is voluntary, and I may withdraw my teachers and children at any time without penalty. Withdrawal from participation will also include the withdrawal of any information they have provided should this remain practically achievable.
- ☐ I understand that any information or opinion that is provided by my students and teachers will be kept confidential to the researcher and research supervisors, and that any published or reported results will not identify the participants or their school.
- ☐ I understand that all physical data collected for this research will be kept in locked and secure facilities at the University of Canterbury when it is not being used and that data in electronic form will be password protected. All data will be destroyed after five years.
- ☐ I understand that the results of the research may be published and reported internationally at conferences and in educational journals or theses.

- ☐ I understand that non-identifiable data will be used in this research.
- ☐ I understand that the duration of this research is from August 2020 to July 2021.
- ☐ I understand that I can contact the researcher Khadra Alazrak, kaa80@uclive.ac.nz, or supervisors' Associate Professor Jo Fletcher, jo.fletcher@canterbury.ac.nz, and Dr Chris Astall at chris.astall@canterbury.ac.nz, for further information.
- ☐ I understand that if I have any complaints, I can contact the Chair of the University of Canterbury Educational Research Human Ethics Committee, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz).
- ☐ I grant site access for this research to take place in the school
- ☐ I give assurance that the decisions of the teachers and students to participate or not to participate in this research project will not affect their standing within the school in any way.
- ☐ I would like a summary of the results of the full research
- ☐ By signing below, I agree that my students and teachers can take part in this research.

Name: _____

_____ Signed: _____ Date: _____

School : _____ Email address: _____

Please scan and email this completed consent form to Khadra at Kaa80@uclive.ac.nz, by
(date to be confirmed)

Appendix C: Information sheet and consent form for ESOL teachers

College of Education, Health and Human Development

Telephone: +6433693389 Extension: 93389

Email: kaa80@uclive.ac.nz

Date: (to be confirmed)

ERHEC REF: 2020/41/ERHEC



The Perceptions and Experiences of Arabic Mother Tongue Students in Years 5 to 8 Primary Schooling in New Zealand When Learning to Read in English As A Second Language

Information Sheet for ESOL Teachers

My name is Khadra Alazrak, a Master of Education student. I am completing a study which will investigate the perceptions and experiences of Arabic mother tongue children in years 5 to 8 primary schooling in New Zealand when learning to read in English as a second language. The study will identify some of the barriers and supports that those children face when they learn to read.

Data will be collected through children's reading work samples and semi-structured interviews with children and ESOL teachers. Your school has been asked to identify the ESOL teachers, so I would like to invite you to take part in this research.

If you agree to take part in this study, your involvement will include:

- Allowing me to interview you. This will be once and will last for 20 minutes. This will ensure that you will not be out of class for a prolonged amount of time. The interview will take place during normal school time at your school. You are invited to assign the appropriate time for you.
- Your responses during the interview will be recorded on an audio recording device. These recordings will be used for analysis purposes. They will not identify you by name and they will only be made available to my supervisory team and me.
- You will be given the opportunity to review, amend (if needed) and email me back the transcript within one week.

As there is a risk of you as the ESOL teacher, when reading a journal article or attending a conference presentation of the research possibly being able to identify what you may have said, you may be assured of the complete confidentiality of data gathered in this investigation. All information going back to the principals and other teachers taking part in the research will be anonymous and will be summarised across different schools at the end of the full study.

You might face a psychological risk by feeling worried about your position in your school due to your responses in the interview. You may be assured that a consent from your principal that your responses will have no effect on your position will be obtained prior your consent to participate.

You might not be aware of the aim of the data collected so you may be assured that the collected data would be used to support teaching and further understanding of the variables / factors that might influence children's ability to read in English as a second language.

Your participation in this research is voluntary. You have the right to withdraw from the project at any time without penalty. If you choose to withdraw, I will do my best to remove all of the information relating to you from the research files, including any final publication, provided that this remains practically achievable. However, once analysis of raw data starts in February 2021, it will become increasingly difficult to remove the influences of your data from the results.

I would like to assure you that all information provided will be treated completely confidentially. Your name will not be included in any written reports or in any other way associated with the data collected in this research. To ensure confidentiality, pseudonyms and numbers will be used so that no comments can be traced back to any individual. All information going into the summary for the participants will be anonymous and will be summarised at the end of the study.

All data will be securely stored on a secure password protected university server for five years following the research and then deleted. Any audio recordings will be uploaded to secure files on the UC server as soon as possible, and then deleted from the recording device.

A thesis is a public document and will be available through the UC Library. The results of the study may be published, and reported internationally at conferences and in educational journals or theses but you may be assured of the complete confidentiality of data gathered in this investigation. Non-identifiable data will be used in this research. To ensure confidentiality only my supervisory team and me will have access to your raw data. You will be able to receive a summary report on the findings of the study at the conclusion of the research.

If you have any questions about the research, please contact Khadra Alazrak: Kaa80@uclive.ac.nz

The study is being carried out for my Master of Education thesis under the supervision of Associate Professor Jo Fletcher, who can be contacted at jo.fletcher@canterbury.ac.nz, and Dr Chris Astall at chris.astall@canterbury.ac.nz. They will be pleased to discuss any concerns you may have about the participation in the study.

This research project has received ethical approval from the University of Canterbury Educational Human Ethics Committee, and that you should address any complaints to:

The Chair

Educational Research Human Ethics Committee

University of Canterbury

Private Bag 4800

Christchurch

E-mail: Human-ethics@canterbury.ac.nz

If you agree to participate in this study, please complete the consent form, scan and email me at Kaa80@uclive.ac.nz

Please indicate on the consent form if you would like to receive a copy of the results and/or a summary of the results from this project.

Best Regards

Khadra

Phone: 03 369 3389 Extension: 93389

Email: kaa80@uclive.ac.nz

College of Education, Health and Human Development
Telephone: +6433693389 Extension: 93389
Email: kaa80@uclive.ac.nz

The Perceptions and Experiences of Arabic Mother Tongue Students in Year 5 to 8 Primary Schooling in New Zealand When Learning to Read in English As A Second Language

Consent form for ESOL teachers

- ☐ I have been given a full explanation of this project and have had the opportunity to ask questions.
- ☐ I understand what is required from me if I agree to take part in the research.
- ☐ I understand that the researcher will revise some of the children's reading work samples.
- ☐ I understand that participation is voluntary and I may withdraw at any time without penalty. Withdrawal of participation will also include the withdrawal of any information I have provided should this remain practically achievable.
- ☐ I understand that the final date to withdraw is 15th December 2020.
- ☐ I understand that any information or opinions I provide will be kept confidential to the researcher and her supervisors and that any published or reported results will not identify the participants or their school.
- ☐ I understand that all data collected for the study will be kept in locked and secure facilities and/or in password protected electronic form and will be destroyed after five years.
- ☐ I understand that I will be sent a copy of the transcript and I will have one week to review, amend (if needed) and send it back to the researcher.
- ☐ I understand the risks associated with participating in the research and how they will be managed.
- ☐ I understand that I can contact the researcher Khadra Alazrak for further information. If I have any complaints, I can contact the Chair of the University of Canterbury Educational Research Human Ethics Committee, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz)
- ☐ I would like a summary of the results of the project.
- ☐ By signing below, I agree to participate in this research project.

_____Date:_____Signed:_____Name:

_____Email address (*for report of findings, if applicable*):

Please scan and email this completed consent form to Khadra at Kaa80@uclive.ac.nz, by
(date to be confirmed)

Appendix D: Information sheet and consent form for parents and caregivers

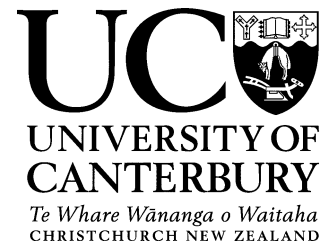
College of Education, Health and Human Development

Telephone: +6433693389 Extension: 93389

Email: kaa80@uclive.ac.nz

Date: (to be confirmed)

ERHEC REF: 2020/41/ERHEC



The Perceptions and Experiences of Arabic Mother Tongue Students in Year 5 to 8 Primary Schooling in New Zealand When Learning to Read in English As A Second Language

Information Sheet for Parents/Caregivers

My name is Khadra Alazrak, a Master of Education student. I am completing a study which will investigate the perceptions and experiences of Arabic mother tongue children in years 5 to 8 primary schooling in New Zealand when learning to read in English as a second language. The study will identify some of the barriers and supports that those children face when they learn reading.

Data will be collected through children's reading work samples and semi-structured interviews with children and ESOL teachers. Your child's school has been asked to identify the Arab children in years 5 to 8, so I would like to invite your child to participate in this study.

If you give permission for your child to take part in this study, your child's involvement will include:

- Allowing me to interview your child. This will be once and will last for 20 minutes. This will ensure that your child will not be out of class for a prolonged amount of time. The interview will take place during normal school time at your child's school. Your child's classroom teacher will be contacted to organize the time for the interview with your child. Other children may be aware that your child is participating in this study as your child will leave their classroom for the interview.

- Your child's responses during the interview will be recorded on an audio recording device. These recordings will be used for analysis purposes. They will not identify your child by name and they will only be made available to my supervisory team and me.
- There will be the opportunity to cease the recording or stop the interview if your child wishes to.
- Your child will be given the opportunity to review, amend (if needed) and email me back the transcript within one week.

There is a small possibility that some children may experience some anxiety or worry about being interviewed. Some steps have been taken to reduce this risk. The interview will be quick and have easy questions that are prepared in Arabic and English and the child will choose in which language he/she would like to be asked. I have appropriate experience dealing with children of this age. For three years, I have taught children whose ages ranged between 9 and 14 years old. Please contact me if you have any questions.

Another small risk is that your child may think that the aim is to reflect on the ability of ESOL teachers to teach English as a second language but he/she may be assured that I just want his/her ideas and experiences.

Additionally, whenever I believe that your child feels vulnerable, I will stop the interview immediately.

Your child's participation in this research is voluntary. You have the right to withdraw your child from the project at any time without penalty. If you choose to withdraw your child from participating in this study, I will do my best to remove all of the information relating to your child from the research files, including any final publication, provided that this remains practically achievable. However, once analysis of raw data starts in February 2021, it will become increasingly difficult to remove the influences of your child's data from the results.

I would like to assure you that all information provided will be treated completely confidentially children's names will not be included in any written reports or in any other way associated with the data collected in this research. To ensure confidentiality, pseudonyms and numbers will be used so that no comments can be traced back to any individual. All information going into the summary for the participants will be anonymous and will be summarised at the end of the study.

All data will be securely stored on a secure password protected university server for five years following the research and then deleted. Any audio recordings will be uploaded to secure files on the UC server as soon as possible, and then deleted from the recording device.

A thesis is a public document and will be available through the UC Library. The results of the study may be published, reported internationally at conferences and in educational journals or theses but you may be assured of the complete confidentiality of data gathered in this investigation. Non-identifiable data will be used in this research. To ensure confidentiality only my supervisory team and me will have access to your child's raw data. You will be able to receive a summary report on the findings of the study at the conclusion of the research.

If you have any questions about the research, please contact Khadra Alazrak:

Kaa80@uclive.ac.nz

The study is being carried out for my Master of Education thesis under the supervision of Associate Professor Jo Fletcher, who can be contacted at jo.fletcher@canterbury.ac.nz, and Dr Chris Astall at chris.astall@canterbury.ac.nz. They will be pleased to discuss any concerns you may have about the participation in the study.

This research project has received ethical approval from the University of Canterbury Educational Human Ethics Committee, and that you should address any complaints to:

The Chair

Educational Research Human Ethics Committee

University of Canterbury

Private Bag 4800

Christchurch

E-mail: Human-ethics@canterbury.ac.nz

If you agree to your child's participation in this study, please complete the consent form, scan and email me at Kaa80@uclive.ac.nz

Please indicate on the consent form if you would like to receive a copy of your child's results and/or a summary of the results from this project.

Best Regards

Khadra Alazrak

Phone: 03 369 3389 Extension: 93389

Email: kaa80@uclive.ac.nz

College of Education, Health and Human Development

School of Teacher Education

Email: kaa80@uclive.ac.nz



**The Perceptions and Experiences of Arabic Mother Tongue Students in Year 5 to 8
Primary Schooling in New Zealand When Learning to Read in English As A Second
Language**

Consent Form for Parents/Caregivers

- ☐ I have received the information sheet regarding my child's participation. I understand the full explanation given of this research and have been given the opportunity to ask questions.
- ☐ I agree that my child can take part in the research and some of his/her reading work samples will be revised by the researcher.
- ☐ I understand that my child's participation is voluntary and I may withdraw my child at any time without penalty. Withdrawal of participation will also include the withdrawal of any information my child has provided should this remain practically achievable.
- ☐ I understand that any information or opinion that my child provides will be kept confidential to the researcher and research supervisors, and that any published or reported results will not identify my child.
- ☐ I understand that all physical data collected for this study will be kept in locked and secure facilities at the University of Canterbury when it is not being used and that data in electronic form will be password protected. All data will be destroyed after five years.
- ☐ I understand that my child will be given the opportunity to review, amend (if needed) and email back the researcher the transcript within one week.

- ☐ I understand that the results of the research may be published and reported internationally at conferences and in educational journals or theses.
- ☐ I understand that the duration of this research is from August 2020 to July 2021.
- ☐ I understand the risks associated with taking part in the research and how they will be managed.
- ☐ I understand that I can contact the researcher Khadra Alazrak, at kaa80@uclive.ac.nz, or supervisors' Associate Professor Jo Fletcher at jo.fletcher@canterbury.ac.nz, and Dr Chris Astall at chris.astall@canterbury.ac.nz, for further information.
- ☐ I understand that if I have any complaints, I can contact the Chair of the University of Canterbury Educational Research Human Ethics Committee, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz).
- ☐ I would like a summary of the results of the full research
- ☐ By signing below, I agree that my child can take part in the research.

Name: _____

_____ Signed: _____ Date: _____

School: _____ Email address: _____

Please scan and email this completed consent form to Khadra at Kaa80@uclive.ac.nz, by
(date to be confirmed)

Appendix E: Information sheet and assent form for children

College of Education, Health and Human Development

Telephone: +6433693389 Extension: 93389

Email: kaa80@uclive.ac.nz

Date: (to be confirmed)

ERHEC REF: (once approved)



The Perceptions and Experiences of Arabic Mother Tongue Students in Year 5 to 8 Primary Schooling in New Zealand When Learning to Read in English As A Second Language

Information Sheet for Children

My name is Khadra Alazrak. I am studying for my Masters of Education degree at the University of Canterbury. I am doing a study to find out what do Year 5, 6, 7, and 8 Arab children think and feel about reading? I want to hear your thoughts, opinions and experiences of reading. If you agree to be part of my study, you will be doing the following things:

- I will interview you once for 20 minutes during normal school time. You are invited to tell me the appropriate time for you.
- The interview will be recorded. I will listen to the recording and write down what we said.
- I will also review samples of your reading work.
- You will have an opportunity to read what you have said in the interview, make any changes if needed, and email me back within one week.
- Other children may be aware that you are participating in this study as you will leave the classroom for the interview.

There is a small possibility that you may experience some anxiety or worry about being interviewed. But no worries because the interview will be quick and have easy questions that are prepared in Arabic and English and you will choose in which language you would like to be asked. I have appropriate experience dealing with children of your age. For three years, I have

taught children whose ages ranged between 9 and 14 years old. Please contact me if you have any questions.

Another risk is that you may think that my aim is to know the ability of ESOL teachers to teach reading, however, I just want to know your ideas and experiences about reading.

Additionally, whenever I believe that you feel tired, I will stop the interview immediately.

Being part of this project is voluntary. It is your choice whether you agree to take part or not. You also have the right to withdraw (leave) from the project at any time and no-one will mind. If you choose to leave, I will delete all the information about you whenever possible. You can stop the interview or cease the recording or have a break at any time during the interview. You also have the right not to answer all the questions when I interview you. Everyone will be given a code name (pseudonyms) so that no-one will know your name, your teacher's name, or the school name. This means that the research is confidential or private information. The results of the project will be published in my thesis which will be in the University of Canterbury library. I will also give a brief report about my study to you and your parents when it is finished.

I have a letter and consent form to send home for them. If you have any questions about my study, you can ask your mum or dad or caregiver, or your teacher. They can contact me or my teacher at the university if they want to. My name is Khadra Alazrak and my email address is kaa80@uclive.ac.nz. My supervisors are Jo Fletcher and her phone number is 03 364 2987 ext. 44284 and her email is Jo.fletcher@canterbury.ac.nz and Chris Astall, his email is chris.astall@canterbury.ac.nz.

If you agree to participate in this study, please complete the assent form, scan and email me at Kaa80@uclive.ac.nz

Please indicate on the assent form if you would like to receive a copy of your results and/or a summary of the results from this project.

Thank you

Khadra Alazrak

Best Regards

Khadra

Phone: 03 369 3389 Extension: 93389

Email: kaa80@uclive.ac.nz

College of Education, Health and Human Development

School of Teacher Education

Email: kaa80@uclive.ac.nz

Date: (to be confirmed)



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Assent Form for Child

☐ I have read the information given and my mum and dad/caregiver have explained the research to me. I know what is going to happen and I am happy to help with the research.

☐ I understand the risks that may happen to me and how they will be managed.

☐ I understand that I can change my mind about taking part in the project and no-one will mind. If I choose to withdraw, all the information I provided will also be cancelled whenever possible.

☐ I understand that Khadra will not use my name when she writes or talks about the research. I know that the information collected about me will not be told to anyone else and will be stored away in a safe place at the University of Canterbury. All information will be destroyed after five years.

☐ I understand that I will have the opportunity to review, change (if needed) what I have said and email Khadra back within one week.

☐ I understand that I can change my mind at any time about taking part in this research. All I have to do is tell my parents, my teacher, or Khadra that I do not want to participate in the study.

☐ I understand that I can stop the interview or cease the recording or have a break at any time of the interview.

☐ I know that if I have any questions or if I feel worried, I can talk to my parents, my teacher or Khadra at any time.

Child's name: _____ Email Address: _____

Parent or Caregiver signature: _____

(Signed on behalf of child)

Date: _____

Please scan this completed assent form, together with your own completed parent consent form and email Khadra at Kaa80@uclive.ac.nz, by (date to be confirmed)

Appendix F: Interview questions for ESOL students

Demographics:

School Type:

Decile of School:

Size of School roll:

Student:

Gender:

Year:

School:

Where were you born?

How long have you been in New Zealand?

What language do you speak at home?

What members of your family speak Arabic at home?

In which language do you prefer to read, Arabic, English, or both? Why?

Semi-structured interview questions:

1. Does Arabic as your mother tongue influence your reading? How?
2. Tell me about the materials you prefer to read, journals, books, or stories?
Why?
3. Tell me about your purpose from reading? For pleasure, general information, answer questions, find links, etc.?
4. Tell me what you do when you read a text and you do not understand? Do you translate into Arabic, use a dictionary, etc.?
5. Tell me about some of the difficulties that you often face when reading?
E.g., new words, ambiguous words, difficulty in pronunciation, or reading aloud?
6. Tell me about what you think are the causes behind these difficulties? E.g. lack of time, lack of reading habits, difficulty of the reading texts, or difficulty of the reading skill?
7. Is the time assigned for the reading session sufficient? Why?
8. Tell me about how the ESOL teacher assists you in reading?
9. Are there any other ways that an ESOL teacher might assist you in reading?

Appendix G: Interview questions for ESOL teachers

Demographics:

School Type:

Decile of School:

Size of School roll:

Teacher

Gender:

How many years in total have you been teaching?

How long have you been teaching in ESOL programme at this school?

What other training have you had to support your ESOL teaching?

What year levels are you teaching currently?

How do you work with your ESOL students?

Tell me about how do you work specifically with Arabic speaking students?

How many Arabic speaking students in your ESOL class?

Semi-structured interview questions

1. Describe what you believe are English reading skills that ESOL Arab students need in their classroom at your school?
2. Tell me about some of the barriers that you find ESOL Arab students face when reading?
3. Tell me about the causes that are behind those barriers?
4. Tell me about strategies that ESOL Arab students need to develop to cope with those barriers?
5. In what ways do you think ESOL Arab students' mother tongue affects their reading? How?
6. What ways do you believe that ESOL Arab students benefit most when you are supporting them during reading?
7. What can you suggest to improve the ESOL Arab students' reading comprehension achievement?
8. Describe the additional resources you use for ESOL Arab students to facilitate reading?
9. Tell me about your experiences in teaching reading to ESOL Arab students?
10. Are there any other comments you would like to make?

Appendix H: Axial coding table for ESOL students' data

Direct quotes from students' responses	Initial coding	Axial coding
<ul style="list-style-type: none"> - I feel more confident when I read in English as I feel I know English better than Arabic. - I like to read Arabic more as I can read and write in Arabic very well. - I prefer to read Arabic first because sometimes if I am reading English and I don't understand, then I don't enjoy the reading. 	Preference of reading in the language they are strong at	Types of preferred language and texts to read, mother tongue as a support, and worries about losing it
<ul style="list-style-type: none"> - I'm worried about forgetting Arabic because if I forget it, then, I wouldn't be able to read the Holy Qur'an. - If I don't read Arabic for a week or two, I feel that I 	Worrying about losing Arabic	

<p>forget it.</p> <ul style="list-style-type: none"> - I am about to forget Arabic here (in New Zealand) because I don't study it at school... My Arabic is getting weaker and my English is getting stronger 		
<ul style="list-style-type: none"> - I find Arabic helps me to understand and communicate. - There are some words I cannot get their meaning without Arabic. - When I read, I try to understand the meaning by translating it in my head into Arabic first and then try to guess the meaning. 	Arabic helps to understand the meaning of English words	
<ul style="list-style-type: none"> - I prefer to read sports and comic books. - I like to read adventure books and chapter books. - I love adventure stories. I also love to read non-fiction books. I love to read about astronomy. - I like to read the stories that have one page in English and the other in Arabic (bilingual books). 	Preference of reading fiction and non-fiction stories and bilingual books	

<ul style="list-style-type: none"> - Sometimes, the teacher asks some questions about some details of the text, I can't do it like the other kids.. - If the teacher asks me about the main part, sometimes, I find this easy and sometimes I find it difficult as this depends on the text. 	Questions about specific details are easy but indirect questions are difficult	Types of reading questions
<ul style="list-style-type: none"> - Sometimes, my mum and my dad help me to know the meaning of the difficult words if they know - When I find a difficult word, I think about its meaning, or ask my dad or my mum, or ask my teacher. 	Asking parents about the meaning of difficult words when reading at home	Strategies to understand difficult words
<ul style="list-style-type: none"> - When I find a difficult word, I usually ask my teacher. 	Asking the teacher about the meaning of difficult words when reading at school	
<ul style="list-style-type: none"> - Also my classmates help me to understand the meaning. 	Asking classmates about the meaning of difficult words	
<ul style="list-style-type: none"> - I use Google Translate to find the meaning of the words. - I normally use Google Translate and I can read the meaning in Arabic. 	Using Google Translate	

I have two dictionaries, one is English-English and the other is English-Arabic.	Using English-English and English-Arabic dictionaries	
<ul style="list-style-type: none"> - When I find a difficult word, I try to divide the word into meaningful parts. - I divide the word into parts, pronounce each part alone and pronounce the word as a whole. 	Dividing difficult words into parts	
<ul style="list-style-type: none"> - I try to read it again and again and I try to understand the words. 	Rereading the text and guessing the meaning	
<ul style="list-style-type: none"> - If the teacher asks me to read in front of the class, it is really hard. - If I would read in front of a small audience, it is fine but in front of the whole class, sometimes, I struggle. - To read in front of the whole class, this is somewhat difficult, but I can do it if I imagine that there is nobody listening to me. 	Dislike of reading aloud	Dislike of reading aloud for being embarrassed
<ul style="list-style-type: none"> - I was to read in front of the class, I found it tough 	Being embarrassed about reading aloud	

<p>because there was a name I could not pronounce ..., so I mispronounced it and my classmates laughed at me.</p> <ul style="list-style-type: none"> - Because if I got a word wrong or if I mess up in front of the whole class, my classmates will laugh at me. - It is difficult because I may mispronounce a word. - If I mispronounce a word and my classmates correct me, I do feel bad 		
- I always find scientific and mathematic words difficult.	Difficulty of technical vocabulary	Types of difficulties when reading
- Sometimes, I find some words that are difficult in pronunciation.	Difficulty of pronunciation of some words	
- sometimes I find sentences or words that I have never seen before, for example when I find complicated sentences, if I do not know the grammar.	Difficulty of grammar	
<ul style="list-style-type: none"> - I always have trouble with the pronunciation of the new long words. - The length of the word also is sometimes difficult for 	Difficulty of pronouncing long words	

me.		
- The different pronunciation of the same letters makes reading words sometimes difficult, like pronouncing (ch) in mechanic and chapter.	Irregularities of pronouncing some letters	
<p>- It depends on the difficulty of the text. If it is an easy one that has familiar words for me, I would read it easily in short times. However, it could be a short text but has many unfamiliar words so it would take much time from me to understand it.</p> <p>- Sometimes, I think I need more time because sometimes most of the words I don't understand and when I feel that time is about to finish, I rush the whole thing to get as much work as I can.</p> <p>- Sometimes, I need more time to read the text. When I try to read fast like my classmates, I miss some important words or ideas.</p> <p>I would need more time to understand scientific stuff</p>	The time needed for reading depends on the difficulty of the text	Time and difficulty of the reading text

(science texts) and old ages stuff (history texts).		
<ul style="list-style-type: none"> - The teacher uses some pictures to clarify the meaning to me. - Books that have images in them, graphic, because if I can't understand what the text is about, I can look at the images and understand from them. 	Pictures help to clarify the meaning	Techniques and resources to make use of mother tongue in reading
<ul style="list-style-type: none"> - I find some sounds in Arabic that are not in English, such as ح - haa, خ - kha and ط - ttaa - Some sounds are in Arabic but aren't in English like ح - haa , غ - ghain. - I found the same words in English and Arabic like هذا this, هو He. The same sounds like ث in three, the th is ث. <p>I find some similarities between letters in English and letters in Arabic like A which is أ and B which is "ب" but there are also some differences between Arabic and English like "ع" in Arabic doesn't have an equivalent in English and other sounds as well</p>	Similarities and differences between sounds in Arabic and English	

- When I find a difficult word, I try to divide the word into meaningful parts.	Breaking down the words and long sentences helps to clarify the meaning	
- I use Google Translate or dictionaries as this help me. I have two dictionaries, one is English-English and the other is English-Arabic. - The ESOL teacher sometimes gives us dictionaries or thesaurus to help us in persuasive writing and speech.	Using dictionaries and thesaurus helps to understand the meaning	
- I search the word on Google Translate.	Using Google Translate	
- The teacher also asks us to write in our own language.	Writing in mother tongue	
- I would also write some summaries to as well.	Writing summaries	
- The teachers were correcting me when I mispronounced the words.	Getting feedback from teacher	
- Because I love to play basketball, I read a book that has some facts and rules about basketball and also football. - I like to read for pleasure and for general information	Reading for pleasure and for getting more information	

<p>and my favourite is fiction.</p> <ul style="list-style-type: none"> - I just read because it helps me with pronouncing words and with my reading and it will help me with my writing because sometimes I can't spell the words properly. - I love reading because I learn much vocabulary that helps me to understand better in class. It also helps me to answer questions 		
- I prefer if the teacher lets me read alone.	Need to read alone to concentrate	Learners' needs to improve their reading
- Reading simple stories that are about sports or comics would help me to improve my reading.	Need to read simple interesting stories	
- May be sometimes give us some homework in reading like go and read the text and then come the next day and then we start looking at it together and explaining it.	Need to read at home and discuss at school	
<ul style="list-style-type: none"> - The teachers can help us by giving us more challenging tasks, and difficult words to enlarge our vocabulary to improve our English. - I'm like very competitive, so if she says the first one 	Need to have more challenging reading tasks	

finishes the book will win, so I will. I love challenge.		
- I want her (the teacher) to ask us to make speeches.	Need to make speeches	
- I prefer to choose the story myself as this is more fun for me.	Need to choose the stories by themselves	

Appendix I: Axial coding table for ESOL teachers

Direct quotes from ESOL teachers' data	Initial Coding	Axial Coding
<ul style="list-style-type: none"> - They (the children) need a strong foundation in their own language. - I find the ones with a strong foundation of their mother tongue are able to transfer quicker and easier. 	The need for a strong foundation in children's mother tongue	Mother tongue as a support to learning reading
<ul style="list-style-type: none"> - I think probably working with parents as well is actually very important. - I would like them to be able to use their home language in the ESOL class ... and when our deputy principal and head of ESOL met with the parents ...she said to all of parents that "Please keep your home language strong." 	Parent's role in strengthening children's mother tongue	
<ul style="list-style-type: none"> - Children's mother tongue affects their reading tremendously. If they have sound foundation, they will be able to read better because they have that foundation in 	Tremendous effects of children's mother tongue on reading	

their language		
- When I go to teach you a new sound or a new word, your brain will automatically go back to your foundation of your language and try to associate or correlate that so that you can then transfer	Transference between mother tongue and English	
- It is about building confidence and showing them that each one has an accent	Building confidence in children's identity	
<p>- Prior knowledge is very much starting with the students' strength in their home language</p> <p>I think to be able to connect the prior knowledge of vocab. but also concepts and the students when we actually when I connect the vocab. The concept development has already developed in their home language.</p> <p>- We even at School 5, we tell them at home speak your language, be proud of who you are and you know if you just want to speak English at school is helpful because you</p>	The importance of the mother tongue as a prior knowledge	

need to keep that foundation going.		
<ul style="list-style-type: none"> - They talk together and they share and they frequently talk in their home language they know. - I know I am being successful when I hear another child in the group immediately talk in their home language and explaining what I mean in their home language and that is I think really strong that helps strong cultural well being. 	Children's talking in their mother tongue	
<ul style="list-style-type: none"> - Children build on their experiences and what they have 	Reading comprehension and children's experiences	
<ul style="list-style-type: none"> - So we learn about we understand our thinking and when we are feeling comfortable and well-supported and secure then we can do new learning, so the cultural wellbeing is really at the heart. - Culture is ...so beneficial. Because you are putting time and efforts to the children, to their language, to their culture and to their identity, so if you are making this connection, they will appreciate that, so there is a respect a mutual respect for that. 	Children's cultural wellbeing	

<ul style="list-style-type: none"> - They feel that their accent is strong and sometimes that holds them back from possibly wanting to read out loud. <p>The accent is (the barrier). They also may not know some of the sounds.</p>	Children's accent as a barrier and dislike of reading aloud	Types of barriers Arab students face when they read
<ul style="list-style-type: none"> - One barrier could be the selection of text which actually demonstrates these visuals of photographs from the home country of experiences. - We now need to be looking at the type of readers and making sure our readers have multicultural characters. - That is really important I think to see our Arabic speakers to see their culture represented in books. 	Selecting the culturally relevant texts	
<ul style="list-style-type: none"> - I think the hardest barriers for them are may be those exceptions. - English has many rules and exceptions. 	Many rules and exceptions in English	
<p>The causes would be their life experiences, their education backgrounds, their parents' support, their education where they come from, their perception of school, how much</p>	Barriers related to the exposure to English	

exposure they have to English, "Is their English exposure from the TV? Or their English exposure just at the school, or "Is the English exposure from education?".		
- Any time you have an experience that matches something in the book, you are now connected to that book.	Children's life experiences	
- The more exposure they have in English, and wanting to learn, the easier will be for them to learn and transfer.	Exposure to English	
- It is because the Arabic language, the script goes from right to left so that a very major shift in that and they must change their eye the visual eye to brain the eyes.	Difference in directionality between Arabic and English	
- to be able to match a visual picture with the Arabic home language and with the English label word and that will enable them to be able to transfer and activate their prior knowledge of the word in Arabic to the word in English.	Bilingual visual dictionary	Resources and reading skills as supports to reading comprehension
- We often match (students) in class with a bilingual buddy who can help in the classroom but also join us in	Bilingual buddying	

the ESOL group		
- I use translations all the time - I can do Google Translate and I ask them: "Is that the correct translations?"	Google Translate	
- Visuals are so important, obviously visuals are universal language, the pictures	Visuals	
- My TV is on all the time.	TV	
- So we do a lot of games and that's why I have to pull words out from the story before we even start the story.	Games	
- so the reading skills would be decoding at the first level ... um ... that also includes my students in foundation levels I do also phoneme or phonological awareness	Decoding and phonological awareness	
- We use instructional reading, shared reading, interactive reading, choral reading, independent reading, and reading for critical analysis.	Different types of reading	
- We do a lot of repeated reading.	Repeated reading	

- Inferential skills which are reading between the lines.	Inferential reading skills	
- I read it but I miss out a word may be I miss out the verbs may be I miss out the nouns may be I miss out the vocab. that we will be practicing and that we call it Close Technique.	Close Technique	
-The only barriers like we've talked before is for me for Arab students is only accent. So for me is just embrace that accent and encourage that we are all different and having an accent is what makes you special.	Embrace the accent	Strategies that support learning reading
I will help them if they struggling in pronunciation, I will slow down , I will break the word apart, more practice with word games, I will even teach where to put the tongue to say sounds, I can over-emphasize the sound, so they can hear the sound, so hopefully, they can mimic and copy that sound, I can also show them where I place my tongue to say that sound because clearly our tongues go in different positions to say the sounds differently.	Several techniques to help students in pronunciation	

- So many irregular sounds with the vowels and the consonants that needs to be explicitly taught and practiced.	Explicit teaching of irregular sounds	
- We need to be able to teach idioms and colloquial speech in New Zealand	The need to teach colloquial speech in New Zealand	
(ESOL classes are)... peaceful, it is quiet and it is very respectful.	Safe environment	
- I communicate well through visual scaffolding and I give enough time and I model.	Visual Scaffolding	
- I communicate well through gestures.	Communication through gestures	
	Think pair share	
- You just do these teachable moments.	Teachable moments	
That would include modeled reading, guided reading and independent reading, ... and reading rereading at home everyday	Explicit teaching	
- reading again and reading aloud ... The shared reading	More reading practice	

is crucial is probably for year 8 is the most important is for someone to read a loud and then read together, so read to the student and then the students and the teacher read together.		
- It is such an individual thing ... the practice, the constant reading stories, being exposed to different types of stories.	Being exposed to different types of stories	
- They need to know a little bit of the culture of what they are reading so if it is about New Zealand, they need to know about the Kiwi stories.	Knowing the culture of what is being read	
- So it's based on their needs so if they are more visual learners, I have more visuals out, if they are an auditory person, I might have put some songs on the TV so they can hear that word or whatever we are talking about that subject so they can just build a better picture in their head and learn it in their head and it goes into their file. So, it depends on their needs and how they learn with different modality.	Addressing learning styles	

<ul style="list-style-type: none"> - They feel like they are part of it and their culture is a part of it and a part of who they are. So we definitely embrace that especially in ESOL. 	Relevant texts	
<ul style="list-style-type: none"> - comprehension comes from their experiences and being able to transfer that and understand the word with that story because as soon as you have me do something or make something along with story or see something, my brain can then imprint that in its memory and that where deep comprehension comes from. 	Making sure children make connections	
<ul style="list-style-type: none"> - I think when their culture wellbeing and they have a support from bilingual buddy. - I do try to group my students according to their ability and needs 	Grouping children according to their abilities and needs	

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